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ABSTRACT

This instructional packet is intended to help classroom instructors introduce fascinating quandaries rarely featured in history textbooks about the ancient and medieval eras. Most of the 13 lesson plans require only 1 or 2 class periods to complete, permitting the teacher to enhance the presentation of a particular unit without fear of devoting extra time to any one unit. The packet supports a standards-based approach in the teaching of history, covering content identified in the National Standards for World History. The "Introduction" includes a matrix with an overview of each lesson, including its focus question and a description of the activities in which students are engaged. The 13 lessons are: (1) "Hanging Stones"; (2) "The Death of Tutankhamen"; (3) "The Deciphering Derby"; (4) "Panic in Athens"; (5) "Gazing into the Crystal Ball"; (6) "The Great Snake"; (7) "Quinctilius Varus, Give Me Back My Legions!"; (8) "The Mysterious Maya"; (9) "Vanished Vinland?"; (10) "The Children's Crusade"; (11) "The Black Death"; (12) "The Quest for Timbuktu"; and (13) "Strange Statues." The lesson plans provide a focus question; state educational objectives; cite materials needed; discuss preparation; detail a step-by-step procedure for classroom implementation; suggest extension activities; offer teacher background information; and list selected sources. (BT)

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Mysteries of Antiquity: Lessons to Engage Middle School Students in Ancient/Medieval History.

Max W. Fischer

Social Science Education Consortium,
Boulder, Colo.

SO 033 580

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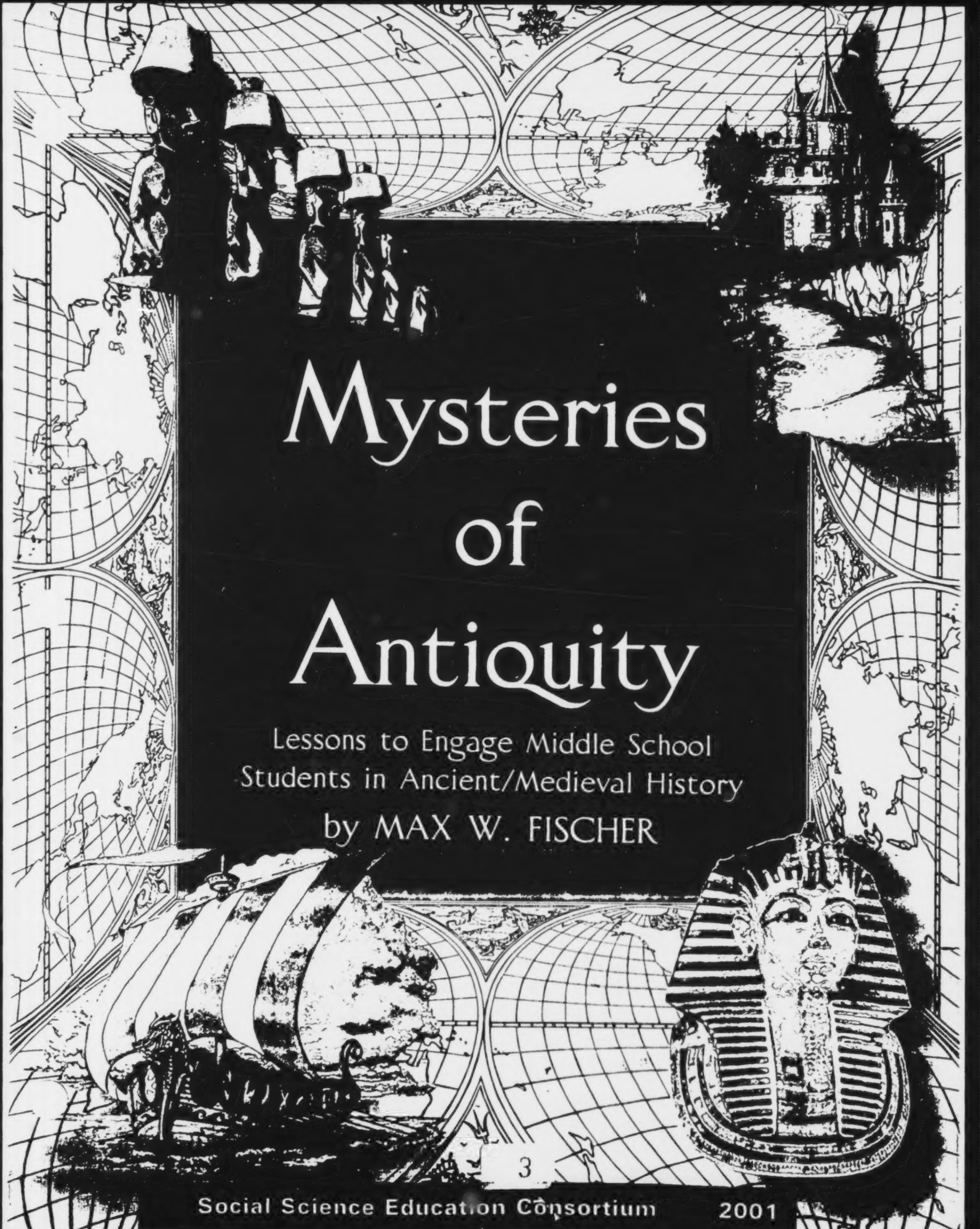

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Lessons to Engage Middle School Students in Ancient/Medieval History

by MAX W. FISCHER

Social Science Education Consortium 2001

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Boulder, Colorado

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INTRODUCTION

Overview

All too often, the most puzzling events in history are the ones to which textbook publishers give the least attention when compiling histories of an era. Furthermore, when faced with scant informational support, teachers usually offer only cursory coverage of such events. Yet these very incidents, due to their baffling nature, stimulate students the most. *Mysteries of Antiquity* is intended to help classroom instructors introduce these fascinating quandaries in order to motivate students to better understand historical eras. Most of the lessons require only one or two class periods to complete, permitting the teacher to enhance the presentation of a particular unit without fear of devoting inordinate time to any one unit.

Mysteries of Antiquity supports a standards-based approach in the teaching of history, covering content identified in the National Center for History in the Schools' *National Standards for World History: Exploring Paths to the Present* (1994, revised 1996). Because the lessons often present historians' varying interpretations of an event, they also support the standards in historical thinking described in the same document. (Note that we also use the time designators BCE and CE, as used in the standards, rather than the traditional BC and AD.)

History is a dynamic discipline that quite often is rendered impotent by overreliance on factual (i.e., cognitive) learning. Reading comprehension and various skills from mapwork to research are inherent components of history, but students often miss the past's innate allure because the affective and psychomotor domains of learning are rarely, if ever, employed. *Mysteries of Antiquity* recognizes that students bring with them special skills and abilities that often go untouched in an academic setting. These "multiple intelligences," as Howard Gardner (1985) has described them, are critical in illuminating history for students. Thus, each lesson in this book focuses on an intriguing aspect of ancient/medieval history and combines a reading or map assignment with a dilemma for students to discuss/solve or a simulation of an historic problem. Through this blend of learning activities, students are exposed to many of Gardner's identified intelligences—linguistic, logical-mathematical, spatial, kinesthetic, natural, interpersonal, and intrapersonal.

Furthermore, *Mysteries of Antiquity* harnesses the benefits of cooperative learning as teachers increase discussion opportunities among students, promote student brainstorming, hypothesizing, research, and collaboration in creating a finished product.

Mysteries of Antiquity is a valuable resource that will animate history for middle school students.

Lesson Topics and Activities

To help you select lessons for use in your classroom, the matrix on the following page provides an overview of each lesson, including its focus question and a description of the activities in which students are engaged.

Title/Time Period	Focus Question	Activity Description
Hanging Stones (3000-1000 BCE)	Why and how was Stonehenge built?	Simulating construction of Stonehenge
The Death of Tutankhamen (1333-1323 BCE)	What caused the death of King Tutankhamen of ancient Egypt?	Reading, research, simulated grand jury deliberation
The Deciphering Derby (196 BCE, 1799-1821 [decoding of Rosetta Stone])	How was knowledge of hieroglyphics lost and regained?	Code-breaking, reading
Panic in Athens (430 BCE)	How were trials conducted in the nascent form of democracy of ancient Athens?	Mock trial, reading
Gazing into the Crystal Ball (1400 BCE-400 CE)	What was the Oracle of Delphi, and why was it important to Greek culture?	Reading, research to answer riddles
The Great Snake (1025-1215 CE)	Who built the Great Serpent Mound in southern Ohio, and why did they build it?	Reading, drawing, research
Quinctilius Varus, Give Me Back My Legions! (9 CE)	What happened to the "Lost Legions" of Augustus Caesar?	Research, map reading
The Mysterious Maya (750-900 CE)	Why did the lowland Mayans seemingly disappear in the ninth century after 1,000 years of dominance in the region?	Reading/note-taking, game
Vanished Vinland? (985-1000 CE)	What was Vinland and where was it located?	Reading, map analysis
The Children's Crusade (1212 CE)	How did the Children's Crusade arise and what happened to its participants?	Reading, map analysis
The Black Death (1347-1353 CE)	What caused the Black Plague?	Reading, discussion
The Quest for Timbuktu (1300-1700 CE)	Where was Timbuktu and why was it so notable?	Reading, research, mapping
Strange Statues (400-1800 CE)	How and why were the megaliths of Easter Island built?	Simulation of megalith building, reading, discussion

References

Gardner, Howard, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1985).

National Standards for World History: Exploring Paths to the Present (Los Angeles: National Center for History in the Schools, 1994, rev. 1996).

HANGING STONES

Focus Question: Why and how was Stonehenge built?

Objectives: Students will be able to:

1. Identify feasible purposes for Stonehenge's existence.
2. Demonstrate one possible method of construction.

Materials Needed:

- Copies of Handouts 1 and 2 for every student.
- For each pair of students, three rectangular 1/2" x 3" wooden blocks (these can be procured from one of several "stacking" games or can be made from scrap wood; plastic pieces of similar dimensions could also be used) and 136 craft (popsicle) sticks (these relatively inexpensive sticks can be found at any craft store). If the sheer number of these sticks seems too unwieldy, have your school's wood shop or a friend who is handy with power tools cut 1/4" thick wood into 4" x 1/2" lengths. Only 26 of these pieces would be needed per student pair.
- A picture or poster of Stonehenge would be a useful supplement to the lesson.

Preparation: Students should have some familiarity with the Neolithic era in Western Europe.

Procedure:

1. Ask students if they ever look at structures and wonder how they were made. Allow them to share some of the curiosities they have experienced. Explain that when a structure was built before basic technologies were available, it makes the question of how that structure was built all the more puzzling. If you have a picture or poster of Stonehenge, display it and tell students they will be investigating this structure in today's lesson.

2. Distribute Handout 1 and allow time for students to read the text and answer the questions. Review the reading with the class through discussion of the answers to the questions:

    1. *Stonehenge is a prehistoric ceremonial monument made of numerous stone formations. It is located in the south of England.*

2. *The name Stonehenge comes from the Old English word "Stanhenge" meaning "hanging stones."*
3. *It was built between 3000 BCE and 1000 BCE.*
4. *Some of the trip would have had to have been made on water using rafts to float the stones. On land, log rollers have been deduced to be the most logical method.*
5. *Winter. The snow-covered ground would reduce friction, and stones could have been pulled on sleds.*
6. *No, it doesn't look like it originally did. Roman conquerors and subsequent inhabitants tore down much of the stone and used it for buildings.*
7. *Stonehenge appears to have been used as a form of a prehistoric calendar by which local people kept track of when to plant and harvest crops.*
8. *A person with astronomical ability would have been able to help coordinate the planting of crops by knowing the time of year to do so. The ability to judge time was probably viewed as a magical gift, since few people could do it.*

3. Pass out Handout 2 and have students complete the key by rereading the text. Be sure to review the diagram exercise with the class, so students become more familiar with Stonehenge's components before they begin the hands-on activity. The correct answers are:

7—Path to the East Avon River
5—interior blue stones
1—the ditch/earth embankment
8—ring of cremation(?) holes
2—exterior sarsen stones
6—the "Altar Stone"
4—interior sarsen stones
3—five-ton blue stones

4. Organize students into cooperative learning teams of four to discuss the following question: Without knowledge of the wheel, how might these people have erected 40-ton sarsen stones and placed five- to ten-ton lintel stones on top of them? Have group brainstorm possibilities with a recorder taking notes. Allow time for students to share their ideas in whole class discussion before moving on to the next step.

5. Explain that the class is going to do an activity that will demonstrate a probable method by which the stone monuments were built. Students are to form pairs. Give each pair three wooden blocks and a large number of craft sticks. (An exact count of 136 isn't necessary initially. Explain to the students that more sticks are available if they need them. If handmade pieces are being used, 26 pieces could be allocated from the outset.)

6. Give students the following directions:

> In pairs you are going to simulate how lintels were placed across the standing vertical (sarsen) stones. First, place two wooden blocks in a vertical position so the distance between them could easily be crossed by the third block laid horizontally (about two inches between the two vertical blocks). Next, lay the third block down horizontally about an inch from and parallel to the base of the vertical blocks.

At this point, you may have students figure out on their own how to get the third block in place on top of the two vertical blocks using the craft sticks. This method will stimulate students' thinking skills and be both fun and frustrating for students; however, it will require more time than the alternative described below. If you do let students proceed on their own, be sure to advise students not to touch the horizontal lintel (block) with their hands and fingers. Giants did not pick up and set these stones; a great number of mere human beings using their ingenuity did raise the lintels.

Alternately, you may continue directing students:

> One person should take two sticks and lift one end of the lintel while the other person places two craft sticks under that end of the lintel. Repeat the same procedure for the opposite end of the lintel. (***Note:*** If the 1/4" handmade wood pieces are being used, only one piece need be set under each end of the lintel at a time.) Repeat this procedure until the lintel is parallel to the top of the vertical blocks. Use a stick on each end to simultaneously push the lintel in place. (***Note:*** The builders of Stonehenge apparently used a multitude of flat hewn logs to create their lintel lift tower. See the **Teacher Background Information**. The craft sticks represent the flat layers of hewn logs that the builders crisscrossed on top of each other.)

7. Discuss with students characteristics the workers would have needed to do this type of work. (*Strength, cooperation, and dedication to the purpose of the monolith would have been required.*) Ask students why this project was important enough that the workers would have the necessary dedication? *(The monoliths may have served as the community calendar by which they planned planting and harvesting of the sustenance of life—their food.)*

Extension:

Have students create a "Help Wanted" ad advertising for workers to build the monolith structures. The ad should describe the work being done, the characteristics needed for interested workers, and the benefits provided for the workers.

Teacher Background Information:

While legends persist of giants and black magic, Stonehenge was constructed by ingenious people of the late Neolithic and Bronze Ages (3000-1000 BCE). Archeological experiments in the 1960s determined that moving the huge sarsen stones using log rollers would have taken 16 men per ton of stone. While more than 600 men transported each sarsen stone, archeologists suspect that up to 200 people pulled upon ropes that placed the vertical stones into position. Those 40-ton giants were shaped to a point on the end that would be set into the earth. The top of the stone had all but a central stud chipped away; this stud was positioned into a hole carved out of the horizontal lintel stone to keep it securely in place.

While early scientists theorized that these ancient people built earthen ramps upon which to slide the lintel stones upward into position (something akin to how the pyramids were built), modern archeology has found no evidence of ditches dug to provide the large amount of dirt needed to erect such ramps. Furthermore, no physical indentations exist at the site to suggest such a procedure was employed. Therefore, the log tower theory has become the most accepted explanation of how the lintel stones were placed, since the builders did not have access to wheeled pulleys.

"Hanging Stones" will obviously take a goodly number of craft sticks, and it will take patience on the part of the students. Fewer sticks would be needed if teams of four students were used, but students would be less active in teams of four. Two is the optimal number needed to build the stick tower to place the wooden lintel. Students focusing on the task will take about 15 minutes to complete it once they have begun.

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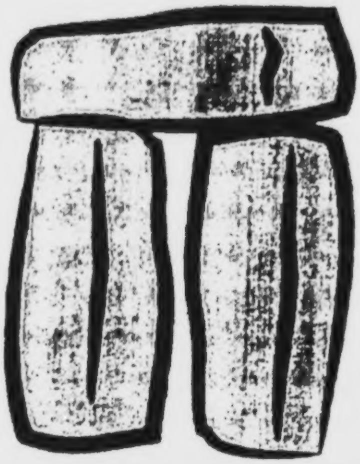
STONEHENGE

Stonehenge is a prehistoric ceremonial monument located near Salisbury, in the south of England. Constructed in three stages between 3000 BCE and 1000 BCE, it is the most famous of 50,000 European megaliths (Greek for "great stone"). Its name comes from the Old English *Stanhenge*, meaning "hanging stones."

The megalith is surrounded by a ditch 340 feet in diameter and five feet deep. Just inside the ditch is an earthen embankment. Immediately within the earthen wall are the remains of 56 holes that may have been used to bury human ashes. Inside the ring of holes lie two concentric circles of stones; concentric circles have the same center point. The outer ring of stones is 100 feet in diameter. It is made up of large vertical sandstone blocks known as sarsen stones; these stones weigh up to 40 tons each. These stones are capped with lintel, or horizontal crosspiece, stones.



In the next ring stand smaller blue stones weighing about five tons each. Within the circle of blue stones stand two horseshoe-shaped arrangements; the outer "horseshoe" is made of five linteled pairs of sarsen stones, the inner one of smaller blue stones. Within the smaller horeshoe is a large slab of sandstone known as the Altar Stone. Extending from the northeast section of the ditch is a 75-foot wide, two-mile-long path to the East Avon River.

None of the stones used to construct Stonehenge was native to the area. All of them had to be transported into the region. The blue stone probably came the farthest distance, some 200 miles from western Wales. Much of Stonehenge was torn down during the Roman occupation of Britain (55 BCE to 400 CE). Thereafter, the fallen stones made excellent building materials for local inhabitants.

Until the 1960s people believed that Stonehenge was built for religious/ceremonial reasons. Then an American astronomer, Gerald Hawkins, measured the circular pattern and stones that made up Stonehenge. He fed the measurements into a computer along with astronomical information based on the positions of the stars when the monument was built. He found that Stonehenge could have been used to predict the vernal (spring) and autumnal equinoxes and the summer and winter solstices. Stonehenge may have functioned as a calendar by which people could plan when to plant and harvest crops. This would indeed have been a powerful ceremony for these prehistoric people.

Questions

1. What is Stonehenge?

2. What does the word *Stonehenge* mean?

3. When was Stonehenge built?

4. The people who built Stonehenge had no knowledge of the wheel. How might the four-ton blue stones have been transported 200 miles from western Wales?

5. What season of the year may have been the ideal time to move the stones? Why?

6. Does Stonehenge look like it did when it was being used? Why or why not?

7. What appears to have been a significant purpose for Stonehenge?

8. Why would someone who could chart the position of the stars have been a powerful leader in Stonehenge society?

DIAGRAM OF STONEHENGE

Match the numbers on the diagram with the appropriate parts of the Stonehenge monument by placing the correct number to the left of each item. Use Handout 1 for assistance.

_____ path to the East Avon River

_____ interior blue stones

_____ ditch/earth embankment

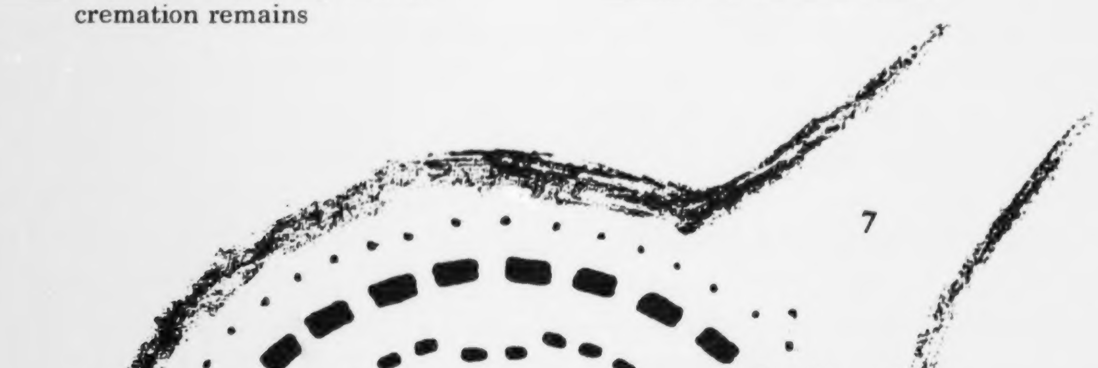
_____ ring of holes possibly used for cremation remains

_____ exterior sarsen stones

_____ Altar Stone

_____ interior sarsen stones

_____ five-ton blue stones



THE DEATH OF TUTANKHAMEN

Focus Question: What caused the death of King Tutankhamen of ancient Egypt?

Objectives: Students will be able to:

1. Locate, evaluate, and use sources providing information on the possible cause of Tutankhamen's death.

2. Take and defend a position on the cause of Tutankhamen's death.

Materials Needed:

- Copies of Handout 3 for all students.
- A supply of Handout 4.
- Access to the school library and the Internet.

Preparation: Before beginning the lesson, students should have been introduced to Tutankhamen and Egypt. You may want to consult with the media specialist to ensure adequate resources will be available to students.

Procedure:

1. Explain to the class that they will attempt to solve a great mystery in the next day or two. The mystery is more than 3000 years old, so they will need to gather lots of information and examine it closely. Distribute Handout 3 and explain that it is their first source of information about the mystery. Have the students read the text and answer the questions as individuals.

2. In cooperative learning teams, have students review questions and make corrections to their answers before having a whole class discussion of the questions:

1. *Amenhotep III built statues and temples to the god of Thebes, Amun.*
2. *Amenhotep IV claimed the old religion of Egypt was useless. He began to worship Aten, a sun god, and changed his name to honor Aten. In fact, he claimed Aten was the only god. He moved his capital out into the desert.*
3. *Because Tutankhamen and his successor, Aye, died with no heirs, Horemheb was able to move from his position of strength as the leader of the military to fill the power void.*

4. *Horemheb dismantled Akhenaten's capital city and had his name and the name of Aye removed from their tombs; this basically removed them from Egyptian history and eternity. Above-ground references to Aye, Tutankhamen, and Akhenaten were also removed.*
5. *He apparently took these measures to regain the favor of Egypt's gods that had been offended. Because Tutankhamen and Aye rejected Akhenaten's beliefs, however, some questions about this motive linger.*
6. *Apparently Horemheb had sympathy for Tutankhamen. He did not have Tut's name removed from his tomb; therefore, according to Egyptian belief, Tut's eternal rest was not disturbed.*
7. *Students' answers will vary. On the surface, it appears that Aye and Horemheb may have had the greatest motive as Aye succeeded Tutankhamen and Horemheb succeeded Aye in relatively short order.*

3. Handout 3 frames the remainder of the lesson. Discuss with the class the situation our modern society would face if a president (or anyone, for that matter) died suddenly under suspicious circumstances. There probably would be an investigation to see if the person died of natural causes (a coroner's inquest). If evidence of foul play were found, the police and district attorney of the county in which the person died would have to investigate, trying to determine who perpetrated the crime. A grand jury might be convened to hear evidence. Explain to the class that a grand jury does not convict an individual (a trial jury would have that authority), it just determines if there is enough evidence to warrant indicting (formally charging) the person. (***Note:*** Grand juries are used more frequently in some states than in others; for example, they are common in New York, but uncommon in Colorado.)

4. Explain to the class that they will be conducting research into the death of Tutankhamen. They will be acting as the district attorney uncovering evidence to present to a grand jury; the grand jury will decide if the evidence is sufficient to demand a trial of a particular person close to the young pharaoh at the time of his death.

5. Encourage cooperative teams to divide their research efforts equitably. Various sources (hard copy and electronic) and suspects (gleaned from their responses to Handout 3) can be divided among group members. Students in each team should note information about each suspect in Tut's death that they uncover during their research. Tell students how much time you are allotting for research. (See the **Selected Sources** for possible source information.) Remind students to be critical about their sources, especially ones found on the Internet. Handout 4 can be used to evaluate online sources.

6. When teams have finished their research, they are to step into a new role—grand jury members. In that role, they will come to a conclusion about the case and present their finding to the class. Conclusions might include stating that there was sufficient evidence to indict a certain suspect, that insufficient evidence existed to warrant any indictment, or that the victim died of natural causes. Again, students should identify reliable sources from which they garnered their information.

7. After all groups have presented their research and positions, conduct a series of secret ballots—one for each suspect receiving a recommendation for an indictment. A majority of jurors is required to bring an indictment.

8. Bring closure to the lesson by conducting a discussion of the following questions:
    - What about this case made it hard to investigate?
    - Did you encounter conflicting evidence? If so, why do you think there are opposing viewpoints?
    - What did you learn about Egypt's New Kingdom leaders? What did your research tell you about the stability of the Egyptian government under the pharoah?
    - If there was an actual murder, why do think it was easily disguised?
    - Do you think that there might be old unsolved murder cases in our county?

Extension:

Interested students could use the various data garnered from the class's research efforts to write and conduct a trial for the indicted suspect. Since the entire class was involved with the investigation, it might be advisable for students to present their trial to a jury of students unaware of this research, perhaps another class. Trial participants would more than likely include Aye, Horemheb, Queen Ankhesenamen, the prosecutor, the defense attorney, a judge, and other characters student organizers deem essential for the trial.

Another extension for interested students would be to contact the local district attorney's office and inquire as to whether any local unsolved murder mysteries remain from 50 or more years ago. (More recent unsolved deaths may prove to be too sensitive.) The local library and newspaper could be good sources to locate primary source materials regarding any such incidents.

Teacher Background Information:

Since his tomb's discovery by Howard Carter in 1922, Tutankhamen of the Eighteenth Dynasty of ancient Egypt has received more publicity and notoriety than any ancient king. Both the discovery of his intact tomb and the element of intrigue contribute to public interest. The son (or son-in-law—even archaeologists aren't quite certain) of a pharaoh who undertook controversial religious ideas, he became king at age nine and died by age eighteen. His death is steeped in debate: some say he was sickly most of his life; others say he died of plague; recently, murder has been mentioned as a likely cause. One thing is certain: the entire morass shows how vulnerable ancient Egyptian government (vested in the man/god pharaoh) was when no biological heir was available.

In his recent book *The Murder of Tutankhamen* (1998), Egyptologist Bob Brier has espoused murder as the probable cause for Tut's demise. His major indicators of foul play include:

1. X-rays of the mummified remains of King Tutankhamen definitely indicate that he was struck with a blunt object on the back of his skull; this trauma was totally unrelated to a bone fragment noticed in earlier X-ray readings.

2. Tut's young wife, Queen Ankhesenamen, had apparently suffered two miscarriages. Tutankhamen had no heir. Queen Ankhesenamen was the last in the royal lineage; whoever married her would be pharaoh.

3. In desperation, Queen Ankhesenamen sent two messengers to the court of the Hittite king, asking for him to send one of his numerous sons to marry her and take over the throne so she would not have to marry a "commoner." (The Hittites were archenemies of the Egyptians. Hittite records on clay tablets have recently been found confirming this request.)

4. As vizier, Aye oversaw all the preparations for the funeral of King Tutankhamen, including the wall paintings and carvings of his hastily constructed tomb. In one of those paintings, Aye is shown wearing the pharaoh's crown. In fact, Aye did marry Ankhesenamen and ruled as pharaoh for four years, until he died. (Ancient rings depicting the two as man and wife have been found and identified.)

5. According to clay tablets found in Turkey early in the 20th century, a Hittite prince was sent to the border of Egypt to take Ankhesenamen as his bride. This prince and his royal wedding party and escort were assassinated. As leader of Egypt's military and a seasoned veteran of campaigns against the Hittites, General Horemheb probably knew of and approved this action. Shortly after this assassination, the Hittites went to war against Egypt again.

6. Shortly after her marriage to Aye, Queen Ankhesenamen disappeared from history. No tomb for her has ever been found. Aye's first wife Tye, to whom he was married for 40 years, was shown on wall paintings that decorated his tomb. No mention of Ankhesenamen was found in Aye's tomb.

This lesson will not give students conclusive proof of Aye's or Horemheb's guilt. It will, however, stimulate research skills and shed some new light on ancient Egypt and current judicial proceedings while spawning more questions in active minds.

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REWRITING HISTORY— ANCIENT EGYPTIAN STYLE

Can 29 years of history simply be erased as if it had never happened? That's what General Horemheb and traditional thinkers tried to do in ancient Egypt. According to them, 29 years in the 14th century BCE were nothing but heresy, an insult to Egypt's gods. Events in that span were so repulsive, they believed, its memory had to be removed from public consciousness in order to win back the gods' approval.

How did this all come about? To understand it, we must return to 1386 BCE, the beginning of the 35-year reign of Pharaoh Amenhotep III. Egypt was prosperous and at peace under Amenhotep III's rule. It controlled an empire from Syria to the fifth waterfall of the Nile River (present-day central Sudan). The Egyptians believed in many gods and wanted to keep the gods happy so the good times could continue. For example, the god of Thebes, Pharaoh Amenhotep's capital city, was Amun. Wishing to please Amun, Amenhotep (meaning "Amun is pleased") III used his kingdom's prosperity to build numerous statues and temples honoring Amun. These building projects, not military conquest, were the focus of his rule.

When Amenhotep III died, his son, Amenhotep IV, began to change things. He insisted that the old gods and goddesses of Egypt were useless and not fit to be worshipped. He told everyone to believe in Aten, a sun god, as *the only* god of Egypt. He changed his name to Akhenaten ("it is beneficial to Aten"). He moved his capital to an isolated desert location, Amarna. With the exception of a handful of advisors, priests and family members, the nobility of Egypt viewed Akhenaten as a great blasphemer who mocked the gods.

After Akhenaten's death, his son, Tutankhamen, became pharaoh. Only nine years old, he rejected his father's beliefs and returned the capital to Thebes. Tutankhamen died mysteriously in his teens without an heir. His widow married his aged advisor, Aye, who became the new pharaoh. When Aye died four years into his reign, also without an heir, the powerful General Horemheb, who had served Tutankhamen and Aye, was ready to take command and restore Egypt to what he thought was the proper course.

Horemheb, acting on the conventional thinking of his society, swiftly moved to blot out the misguided rule of Akhenaten in order to restore the favor of the gods upon Egypt. Horemheb had Akhenaten's capital city, Amarna, totally dismantled. The tombs of Akhenaten and Aye were entered, and any reference to them was chiseled out. In ancient Egypt, if one's name didn't appear in his tomb, that person's eternity was nullified. In this regard, only Tutankhamen was spared, as his tomb was not entered. Above ground, all references to Akhenaten, Tutankhamen, and Aye were removed. In the official records of the pharaohs, Horemheb's name follows directly after Amenhotep III. It was as if 29 years of Egyptian history simply disappeared.

Questions

1. What was an important activity during Amenhotep III's reign?
2. How did Amenhotep IV anger the priests and nobility of Egypt?
3. General Horemheb was of common, not noble, birth. Why was he able to take over as pharaoh?
4. What actions did Horemheb take to "rewrite" Egyptian history?
5. Why did Horemheb take these actions?
6. For which preceding ruler did Horemheb seem to have sympathy? What evidence is there to suggest this?
7. Based on this summary of the events surrounding Tutankhamen's life and death, which people mentioned might have wanted Tutankhamen dead? Why would you suspect them?

EVALUATING WEB SITES

Anyone can publish information on the World Wide Web. Because the Web is so open, you must be especially careful to evaluate web sites before you use information you find on them. Below are some questions that can help you determine whether the information on a site is trustworthy.

Author

- Who is the author of this site? (It's a bad sign if you can't tell who the author is.)
- If the site is sponsored by an organization, does it give background about the organization to help you decide if they are experts in the field?
- Is the site sponsored by a university or other institute of learning? (The address will contain "edu.")
- If the site is sponsored by an individual, does the author provide evidence of his or her expertise?
- Does the site provide a way to contact the author or sponsoring organization?

Site's Purpose

- Does the site advocate a point of view? Is it trying to persuade you?
- Does the site try to educate or inform?
- Is the site trying to sell a product?
- Is the site a personal web page? If so, what is the person's intent?
- Who is the audience for this site?
- Does the site's purpose match your purpose in looking for information?

Content Quality

- Does the site provide information relevant to your topic?
- Is the content in depth or superficial?
- Is the content balanced? Are opinions clearly labeled as opinions and not presented as facts?
- Can the information be verified in another source?
- Does the site tell where it got its information? Does it provide references?
- Is the information current? Does the site tell when it was last updated?

- Does the site mention any awards it has received? If so, what standards were used to grant the award?
- Is the site linked to other high quality sites? Does it link to sites with different viewpoints?
- Is the writing free of grammatical, spelling, and typographical errors?

THE DECIPHERING DERBY

Focus Question: How was knowledge of hieroglyphics lost and then regained?

Objectives: Students will be able to:

1. Explain how the use of hieroglyphics ceased in ancient Egypt.

2. Explain how the meaning of hieroglyphic writing was rediscovered in the early 19th century.

Materials Needed:

- Copies of Handout 5 for all students.
- One copy of each of the hieroglyphic puzzles.
- An overhead of the hieroglyphic alphabet.
- Overhead projector.

Preparation: When you have made an overhead transparency of the hieroglyphic alphabet, cut out each letter (with its translation attached) and store them in an envelope. Before teaching this lesson, be sure students have been introduced to hieroglyphics as a writing system used in ancient Egypt.

Procedure:

1. Tell students that they are going to be posing as cryptologists trying to decode ancient Egyptian hieroglyphics. Organize the class into cooperative learning teams of four students each and give each team a separate hieroglyphic puzzle. Explain that each message answers a vital question about how the ancient Egyptian writing system vanished and how the mystical text was finally decoded.

2. Have one student from each team select a letter that you will decode on the overhead. (Allow no more than five consonants and two vowels to be given as clues.) Select the transparent hieroglyphics corresponding to student selections from the envelope and place them on the overhead projector.

3. With the five to seven letter clues on the overhead, give the teams about five minutes to work on cracking their puzzles. Depending upon the letters chosen, some hieroglyphic answers will be decoded earlier than others.

4. When the initial decoding period is over, have each team pass its puzzle to a different team, using a set order so that the passing process does not devolve into chaos. Again allow three to five minutes for teams to try and solve the puzzles. Continue until most of the puzzles have been solved.

5. Pass out Handout 5 and have students read the text and answer the questions. Note that the deciphered puzzles provide the answers to the questions on the handout:

1. *Christianity spread and ancient temples were closed.*
2. *About 1500 years.*
3. *The Rosetta Stone/Napoleon's soldiers.*
4. *Answers to the creation of the universe and the Bible.*
5. *Hieroglyphics/demotic/Greek.*
6. *A cartouche helped prove hieroglyphics to be phonetic.*
7. *Queen Cleopatra.*

6. At the close of the activity, have students name similarities between the activity and the original solving of the hieroglyphic puzzle on the Rosetta Stone. *(Similarities may include: more than one person or group was working on the puzzle at the same time; information was shared among various parties trying to solve the mystery; just as students were looking at more than one puzzle to try to solve a problem, Champollion needed other artifacts—Cleopatra's relic—to help him solve the puzzle of hieroglyphics; while the students were given seven letters to work with, Champollion was able to work with Ptolemy's cartouche as a clue thanks to the work of Young.)*

7. Other concluding discussion questions may include:

- The Greeks had labeled the ancient Egyptian script as hieroglyphics, or "sacred writing." Why do you think that was a good name for it? *(Only the priests were familiar with the script that would often be found in the tombs of the ruling elite extolling the virtues of the deceased to the gods.)*
- Was there ever any form of sacred language in the Christian Church? *(The early Church, the Roman Catholic Church, gave all of its services in Latin. While Latin was the language of the Roman Empire when the Church began, by medieval times and beyond most people could neither read nor understand it. It continued to be the language of the Catholic service, even in the United States, throughout most of the 20th century.)*

Extension:

Challenge students to answer this riddle: Just as in ancient Egypt where demotic was the common language of the people and only the priests could read hieroglyphics ("sacred writing"), each of us sees a specialized script everyday, but very few can interpret it. It is a script of the marketplace found on each product and must always be interpreted. What is it? (*The pricing bar code.*)

Teacher Background Information:

As alluded to in Handout 5, the discovery of the Rosetta Stone caused quite a stir in Europe in the early 1800s. While the British military imposed its will and carted the relic back to London, enough paper copies of the stone were floating about Europe that one could legitimately declare there was an ongoing race to see who could first decode the 2000-year-old tablet. While great secrets of the universe were not disclosed by the Rosetta Stone, the work of Young and Champollion ushered the new science of Egyptology into the world. With hieroglyphics decoded, archaeologists could begin in earnest to answer age-old mysteries of the great civilization along the Nile.

"The Deciphering Derby" plays off that frantic, scholarly excitement of two centuries back. With limited clues (up to seven letters), student teams try to uncover answers before they really have the questions (found afterwards in Handout 5). This simulation of the historic events surrounding the Rosetta Stone's translation also serves as a comprehension prompt when students begin reading the text.

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Parkinson, R. B., *Cracking Codes—The Rosetta Stone and Decipherment* (Berkeley, CA: University of California Press, 1999).

Egyptian Hieroglyphics (Toronto: Torstar Electronic Publishing and Royal Ontario Museum, 1996), www.torstar.com/rom/egypt/. Includes a hieroglyphics translator.

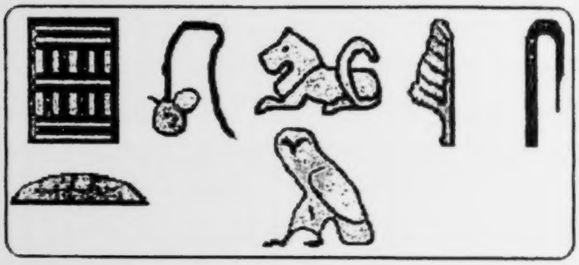
THE GREAT HIEROGLYPHIC MYSTERY

By 400 CE, the Byzantine Empire had closed all pagan temples within its realm, which included Egypt. Because many Egyptians had converted to Christianity, the need for priests to maintain the ancient Egyptian temples disappeared, along with the understanding of hieroglyphics, "sacred writing." The meaning of hieroglyphics would remain lost for almost 1,500 years.

In 1799 Egypt was a military prize being wrestled for by the British and the French. While rebuilding fortifications in the Nile delta town of Rosetta, a French officer uncovered a stone covered with unusual script. Realizing the importance of his discovery, he sent the stone to French archaeological officials in Cairo. When the French were forced to flee Egypt, the British confiscated the "Rosetta Stone," which held the secret to deciphering ancient Egyptian hieroglyphics. The 1,500-pound stone had text in three languages inscribed on it—hieroglyphics, a more common ancient Egyptian script known as demotic, and Greek. Both the French and British armies wanted the stone because they, like other Europeans, thought the stone would provide answers to the creation of the universe and secrets of the Bible.

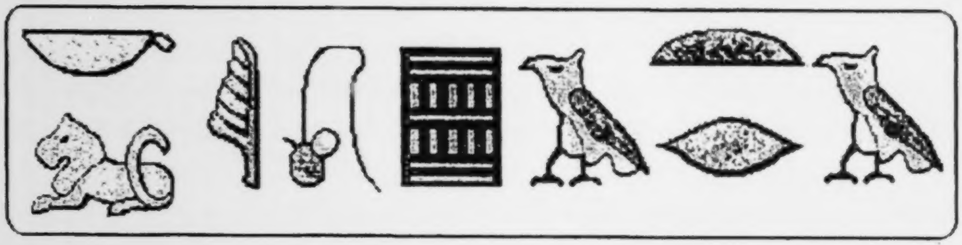
The Greek text on the stone was readily understood. It mentioned the praise of high priests for the accomplishments of a 13-year-old ruler, Ptolemy V, on the first anniversary of his installation as pharaoh. For nearly 20 years after the British brought the stone back to London, however, the best minds in Europe could not unlock the messages of the other two languages. Sir Thomas Young of England began to crack the mystery when he noticed that lines in the Greek text in which a specific word appeared more than once had corresponding lines in the demotic—here, too, the same word appeared more than once. He then realized that the demotic text contained cartouches. A cartouche is the name of a ruler encased in an oval. Through the Greek, he knew that the text revolved around pharaoh Ptolemy V and the great things he had done in 196 BCE. Young was able to decode the demotic symbols by locating the cartouches for Ptolemy. However, Young, like many scholars in Europe, still felt the hieroglyphics were mysterious sacred symbols that held no phonetic significance.

A young Frenchman, Jean-Francois Champollion, finally cracked the hieroglyphic section of the Rosetta Stone. He extended Young's idea of matching the Greek name for Ptolemy to the cartouche found in the hieroglyphics. However, it wasn't until 1821, after finding the cartouche of Cleopatra on a different relic, that Champollion was able to match the hieroglyphic symbols for the letters in both rulers' names—e, l, o, and p.



Ptolemy cartouche

(sounding like Ptolmis in Egyptian)



Cleopatra cartouche

(Note: "c" takes "k" sound)

Armed with knowledge that hieroglyphics were phonetic, Champollion was able to decode the stone. Champollion then used his new understanding of hieroglyphics to determine the order of pharaohs and their accomplishments by interpreting inscriptions on monuments and temples in Egypt. Within 20 years, all the pharaohs from Narmer (3000 BCE) to Cleopatra (30 BCE) had been identified. Other archaeologists and linguists would work more with demotic, the everyday language of the ancient Egyptians, to reveal what daily life was like along the Nile thousands of years ago. Everything from personal letters to letters to tax officials was written in this script. Champollion's ability to translate ancient Egyptian hieroglyphics had given birth to the science of Egyptology.

While hieroglyphics were phonetic, they also included symbols for objects and consonant clusters and they rarely employed vowels. Thus, the answers you have decoded wouldn't have been quite as simple to decipher on an authentic Egyptian relic.

Questions

1. Why did knowledge of hieroglyphics vanish?

2. For about how long was the understanding of hieroglyphics lost?

3. The discovery of which relic helped unlock the mystery of the meaning of the hieroglyphs? Who found it?

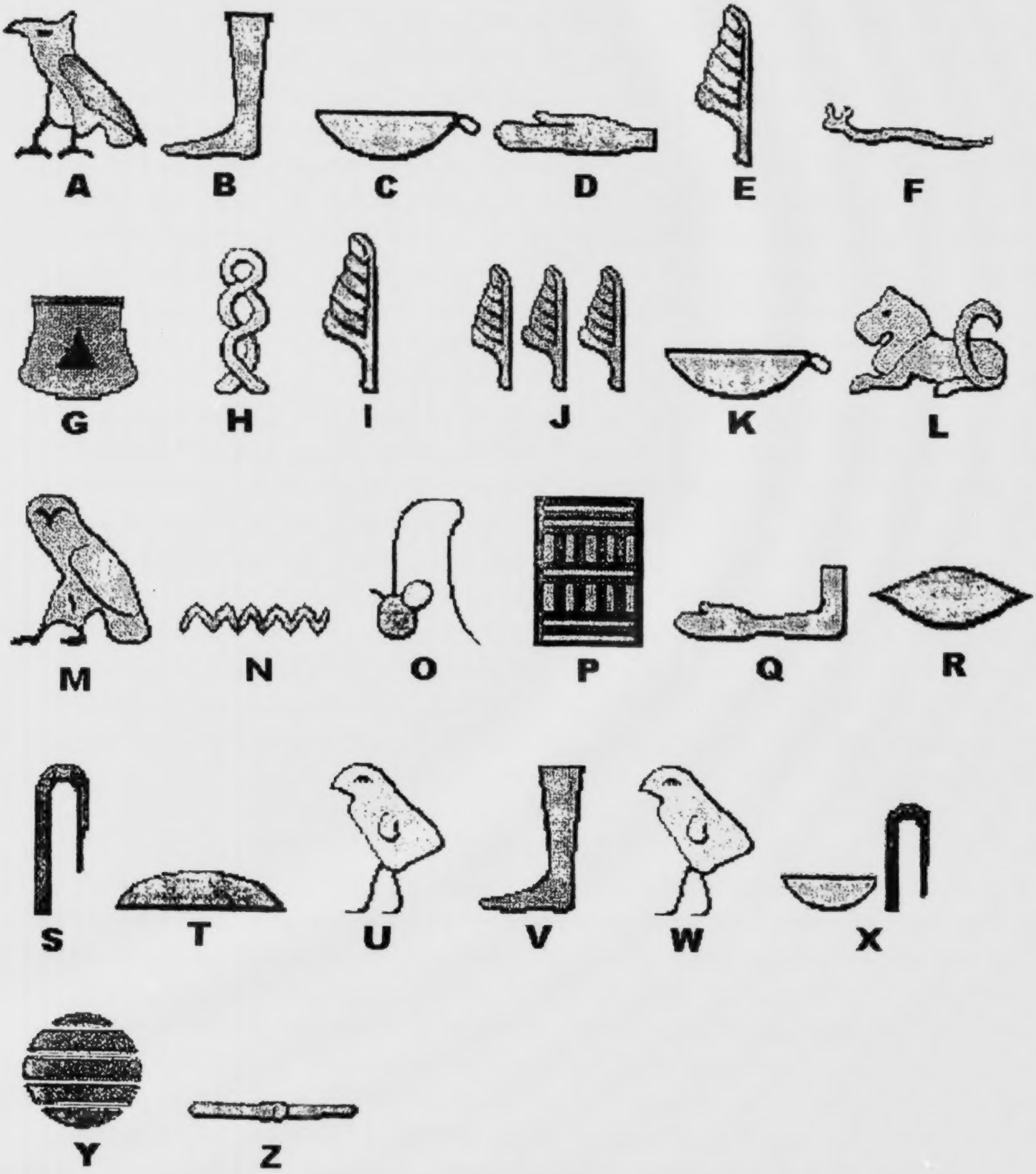
4. What did Europeans think the Rosetta Stone could tell them?

5. Name the three languages inscribed on the Rosetta Stone.

6. What type of symbol on the Rosetta Stone was important to Young's and Champollion's work in translating it? Why?

7. What other ancient Egyptian ruler's name was important in solving the hieroglyphic mystery of the Rosetta Stone?

HIEROGLYPHIC ALPHABET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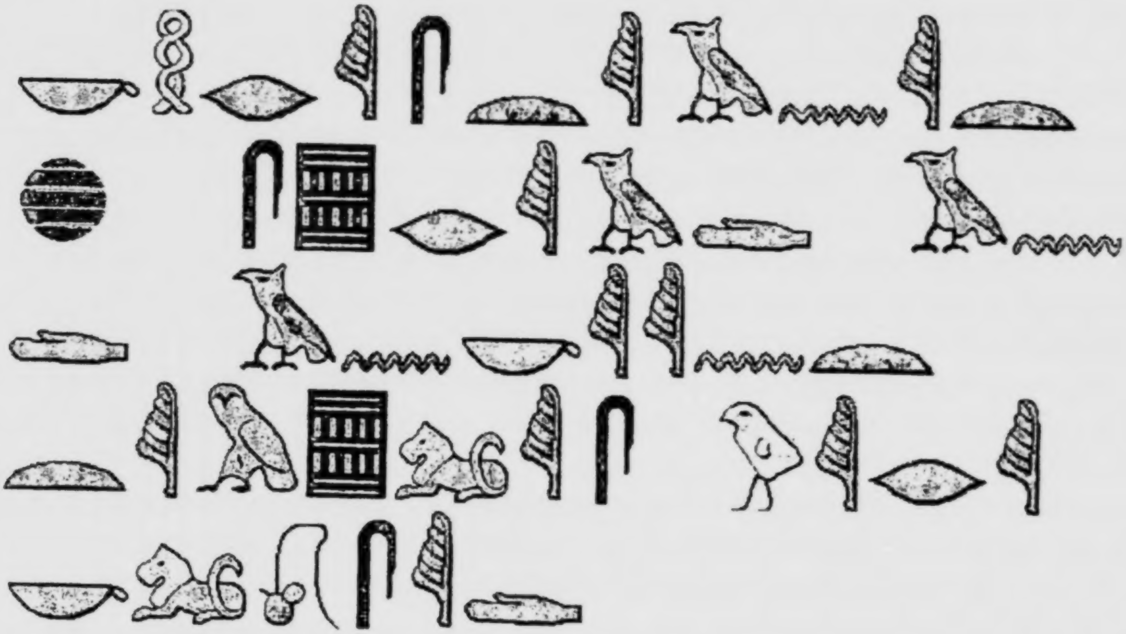
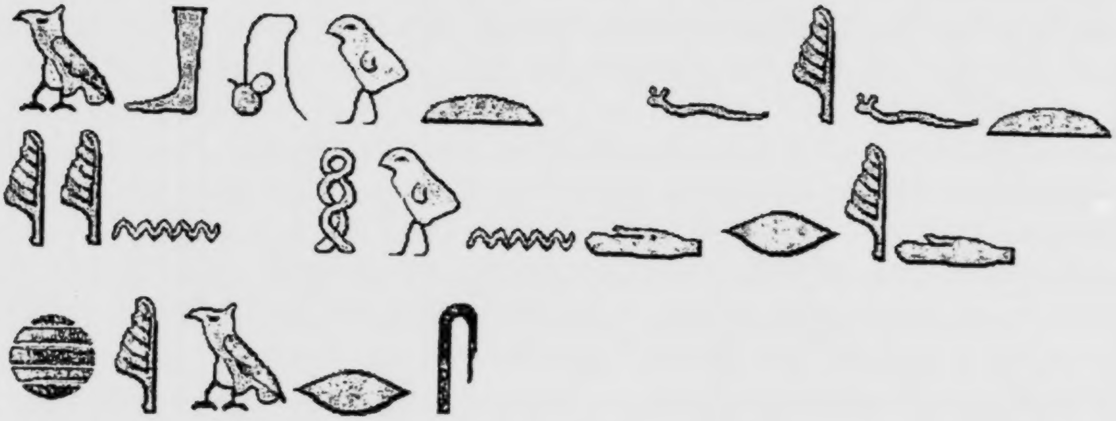
Hieroglyphic Puzzles

Puzzle 1



Puzzle 2



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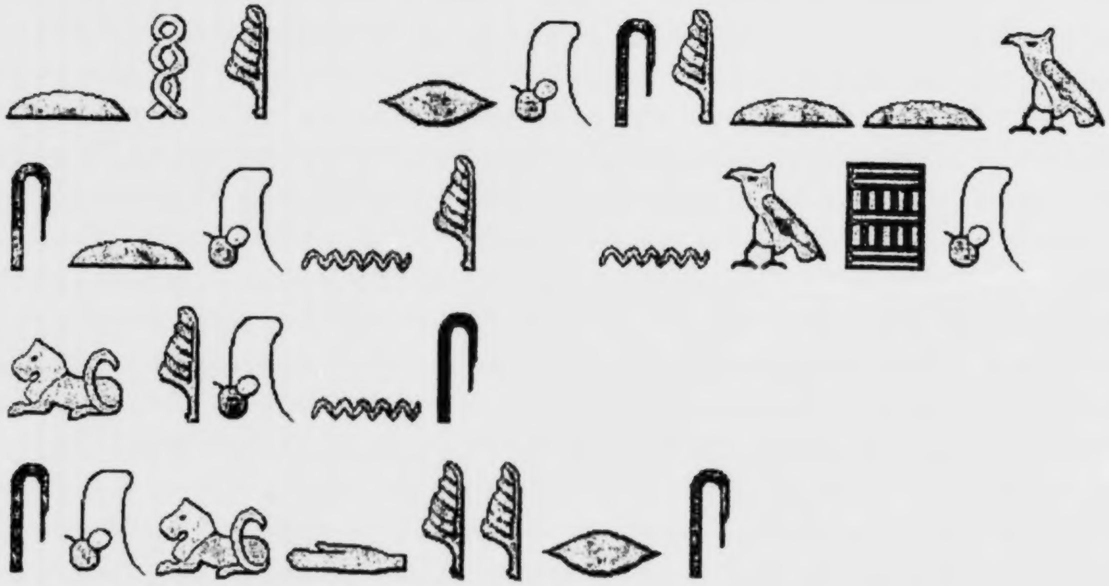
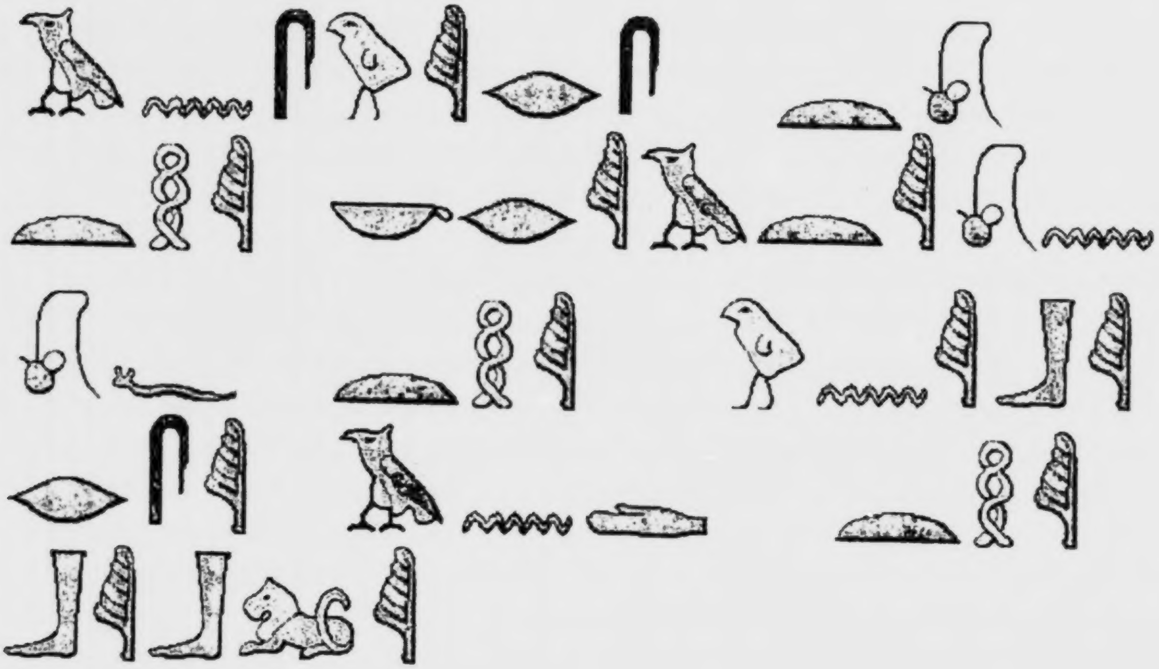
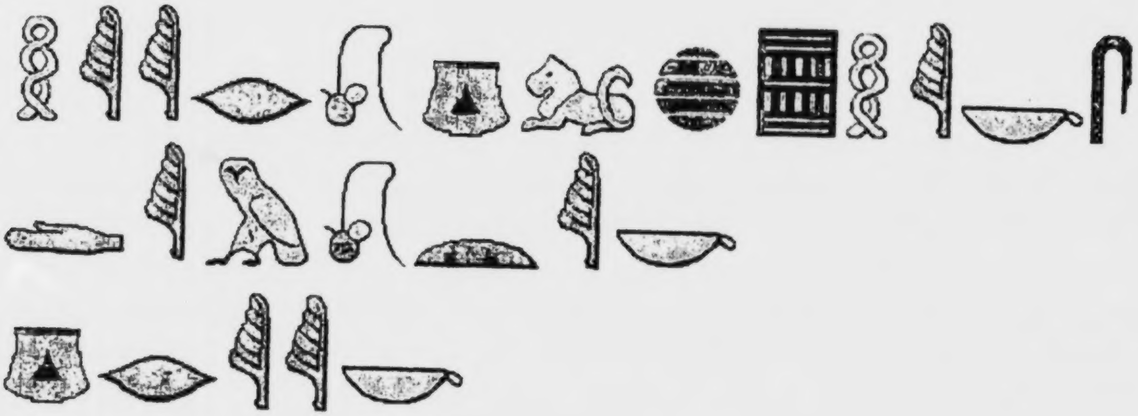
Puzzle 3



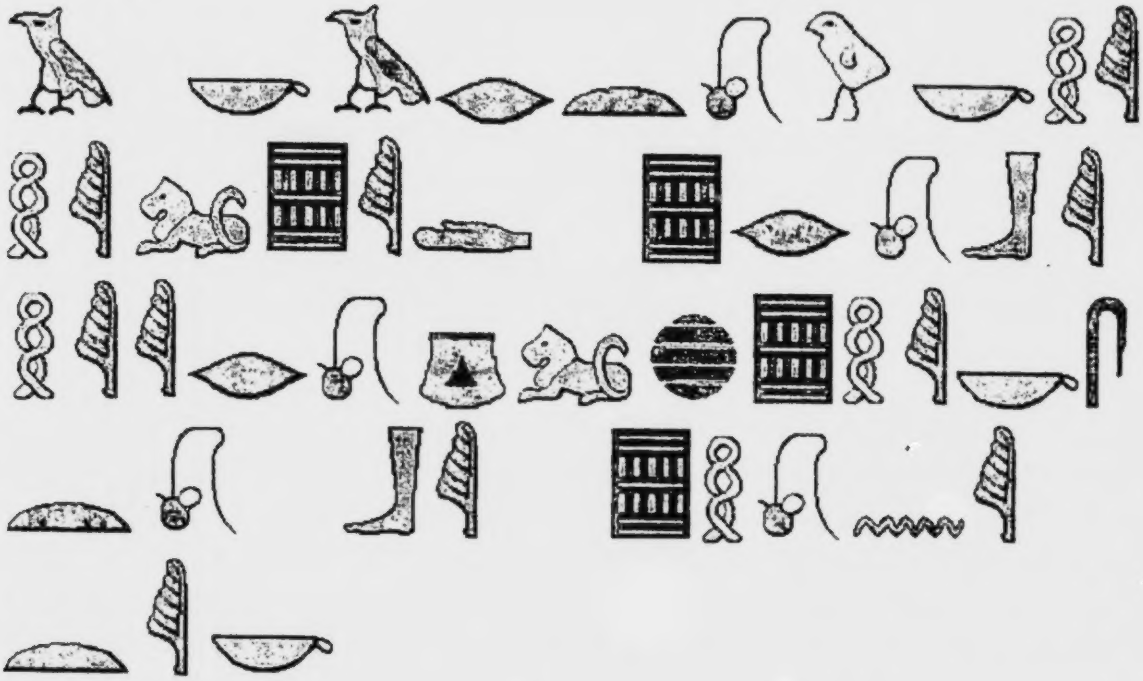
Puzzle 4



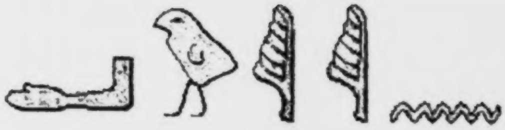
Puzzle 5

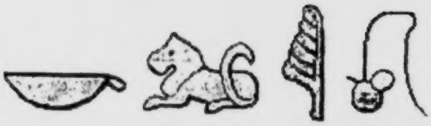


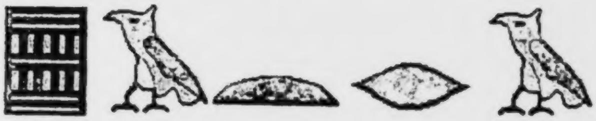
Puzzle 6



Puzzle 7







PANIC IN ATHENS

Focus Question: How were trials conducted in the nascent form of democracy of ancient Athens?

Objectives: Students will be able to:

1. Reenact Athenian democratic principles in the form of a trial based on alleged willful water contamination.

2. Identify how ancient Athens received and secured a safe water supply.

Materials Needed:

- Copies of Handouts 6 and 7 for all students.
- Six copies of "The Athenian Water Trial" script; that number may vary if you decide to allow students to audition for parts in the skit or to become speechwriters (see the option under step 2 of the **Procedure**).
- A number of paper slips equal to the number of students in the class minus the six characters in the skit and a box or hat to put the slips in.
- Two colors of tokens (marbles, plastic markers, buttons, etc.) for each juror.
- Two small boxes or containers for the tokens.

Preparation: Decide how many jurors you will use for the trial; it should be an odd number from seven to thirteen. Mark that number of slips of paper with a symbol to indicate that the students who choose those slips are jurors. Label the two boxes; one should be labeled "Verdict," the other "Discard." If you decide to hold auditions for the parts or use the option under step 2 of the **Procedure**, you will need materials from which students can create props. Before teaching the lesson, introduce students to the basic ideas of democracy in ancient Athens.

Procedure:

1. Explain to the class that they are going to stage a mock trial set in an ancient city gripped by a horrendous plague. They will be expected to ***listen carefully*** and, after the trial is over, answer questions based on what they heard. Pass out Handout 6 and have the students read it.

2. Assign parts for the skit. You may want to simply assign students you know will be able to add some drama to their parts as they read them, take volunteers, or, time

permitting, have students audition for the six parts. While you are holding auditions, other students can create props for the skit.

Option: Just as high-profile politicians today employ speechwriters to help them deliver just the right words to their audiences, people involved in ancient Athenian trials used professional speechwriters to construct what they would say to the jury. (Later, these trial speeches would be used to educate the pupils of the writers, such as Demosthenes.) As an option, you might have selected students write original scripts for each of the characters involved in the play, using Handout 6 as a guide along with any additional research students do based on that background information. Again, other students could create props while the speeches are being written.

3. Explain that the rest of the class will participate as citizens of Athens. These students will draw paper slips at random from a box or hat in order to simulate how Athenian jurors were actually selected. The students who select the marked pieces of paper will preside as the jury in the trial. They should be situated in a specific portion of the room (or outside, weather permitting) as the speakers will generally be addressing them. Pick the jurors and furnish each with two tokens of different colors to serve as ballots after the trial has been presented. Explain which color symbolizes guilty and which symbolizes not guilty. Ask the jurors to select two jurors who will count the votes.

4. Have the case against Stavros presented by Pericles first, followed by Stavros's defense.

5. Following the presentation of the two arguments, instruct the jurors to cast their votes with no discussion. Each juror should secretly place the token representing his/her verdict (guilty or not guilty) in the box labeled "Verdict" while placing the remaining token in the box labeled "Discard." Have the two predetermined jurors count the tokens in the Verdict box. A simple majority decides the case.

6. Before announcing and discussing the verdict, have students go back to their seats and complete Handout 7. Go over their responses as a class.

1. *False. Athens drew its water from streams in the Parnes Mountains.*
2. *True.*
3. *False. For most of the distance water was transported, the aqueducts were underground.*
4. *False. There were settling basins along the aqueduct where dirt settled out of the water.*
5. *True.*
6. *False. Polluting the water system was punishable by death (clubbing).*
7. *False. While a very elite few may have had indoor taps, most people had to go to public fountains to get their water. (Slaves usually did this for wealthier families.)*

7. Announce the verdict. Have jurors discuss the rationales for their votes. Survey the class as to the advantages and disadvantages the Athenian legal system seemed to have versus our own. Write these comparisons on the chalkboard or overhead. *(Advan-*

tages may include: Athenians didn't need to use lawyers; the entire community seemed to be involved; tampering with jurors would seem unlikely. Disadvantages may have included: a simple majority could convict someone of a serious crime, perhaps resulting in a death sentence [as opposed to getting a unanimous verdict from a group of 12 individuals as would be the case today]; getting the entire community involved today would be impractical.)

8. Have students decide which method of conducting trials they prefer and write a paragraph explaining their choice.

Extension:

Discuss parameters for modern jury duty: Who is eligible? Who is exempt? (*While some locales use registered voters as the pool for potential jurors, others also use licensed drivers as a pool; the actual pool and grounds for exemptions vary from state to state and county to county.)* Encourage students to check with your local clerk of courts to get the information for your community.

Some students may enjoy researching this event on the Internet. Using the keywords Thucydides + Athens + plague will lead to numerous articles on the disaster and the primary source accounts from Thucydides. Students may create a Venn diagram comparing/contrasting the Athenian plague with another notorious plague, The Black Plague of 1447-53 in medieval Europe. They could also choose anthrax, ebola, or another disease as their subjects for comparison.

Speakers in an Athenian trial had limited time to speak. Time was allotted according to how serious the case happened to be and was measured using a water clock. Interested students may wish to investigate the workings of a water clock and recreate this ancient technology using a plastic jug, flower pot (with the drainage holes in the base sufficiently plugged), or other device.

Teacher Background Information:

Much of the background is provided in Handout 6. However, there are a few things of note. A terrible plague with the described symptoms did strike Athens for several years beginning around 430 BCE. Pericles was "First Citizen" of Athens, and Themisticles was its water commissioner. After the plague struck, many people did believe agents of Sparta had poisoned the water (because Athens and Sparta had just begun the 27-year-long Peloponnesian War). However, even though Pericles would have been the person to take to trial any individual accused of poisoning the water, Stavros is a fictional character. As far as can be determined, no such trial was ever held.

The format of the trial is consistent with the style of the ancient Athenian judicial process. No one could bribe an Athenian juror because no one knew who would be a juror until moments before a trial was to begin. Juries could range in size from 101 to 201 to 501 to 1501 depending upon the gravity of the crime. When Socrates was convicted in his famous trial in 399 BCE, a jury of 501 Athenians voted 281-220 against him. Before sentencing, he was asked to speak on his own behalf; in his speech, he ridiculed the jury, and they voted 361-140 for a death sentence!

The Greek historian Thucydides, who lived during this era, wrote meticulous accounts of the effects of the plague. Based on these accounts, many modern scientists believe the Athenian plague to have been either the world's first experience with the ebola virus or a form of anthrax. In either case, some 300,000 Athenians—one-third the population and including Pericles himself—succumbed to the disease between 430 and 427 BCE.

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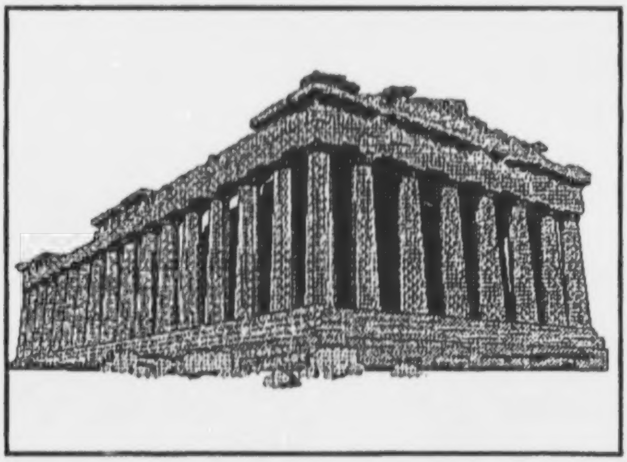
BACKGROUND TO THE TRIAL

It is 430 BCE. A swiftly spreading plague has beset Athens. The sickness begins with headaches, sore eyes, and difficult breathing. As the disease progresses through its seven- to ten-day course, fever and stomach distress set in, followed by vomiting and an incredible, unquenchable thirst. Most victims die, but some who recover have completely lost their memories. They have no idea who they are. Ravens and vultures do not touch the corpses that await burial. Those birds that have fed on dead bodies have themselves died.

Citizens of Athens are in a panic. People believe the cause of the plague must be the water they are drinking. People fear that Sparta, against whom Athens has recently gone to war, has sent agents into Athens to poison the people. Dozens have approached the "First Citizen" of Athens, Pericles, with their suspicion that a merchant/trader of Athens named Stavros is guilty of poisoning the city's water supply.

In the truest form of Athenian democracy, Pericles has decided to take Stavros of Piraeus to trial. At trial, Stavros's guilt or innocence will be judged by a large, odd-numbered jury of citizens.

Since the accused is facing murder charges, the Assembly gathers outside (so the hallowed assembly hall will not be contaminated by the presence of a possible murderer), and jurors are chosen by random lot to decide the case against Stavros of Piraeus.



QUESTIONS ABOUT THE ATHENIAN WATER TRIAL

Identify each statement as true or false. If it is false, cross out the word(s) that make the statement false and write in words that would make the statement true.

True False

____ ____ 1. The Aegean Sea was the source of water for Athens.

____ ____ 2. Water was transported to Athens by the way of aqueducts.

____ ____ 3. For most of the distance that water was transported, the aqueducts were above ground.

____ ____ 4. Screens were used to filter Athens's fresh water and keep it clean.

____ ____ 5. The punishment for stealing water was a fine.

____ ____ 6. Polluting the water supply was a crime punishable with a large fine.

____ ____ 7. Water was brought into most Athenian homes by way of indoor plumbing.

THE ATHENIAN WATER TRIAL

The Case as Presented by Pericles

Pericles: *(addressing the body of jurors)* Citizens, it is a well-known fact that the accused, Stavros, is a merchant and trader who has several residences. His profitable business has afforded him homes not only in Athens and Piraeus, *(with raised voice and anger)* but he also has a residence in ***Sparta***! I believe Stavros was given a huge contract to sell olive oil in Sparta by that city-state's officers in return for poisoning our water supply!!! *(in a calmer voice)* Two weeks before the plague came upon us, Stavros had just returned from Sparta. Two weeks before the first fever rose, Stavros came back a richer man with an evil deed to do.

Citizens, listen for yourselves to Demos, who knows of Stavros's actions upon his return to our polis.

Demos: (*enters center stage and faces the jury*) About two weeks before the illness began, I saw Stavros at the Fountain of Nine Spouts. It was early in the day, shortly after sunrise. No one else was there. He had with him a pouch or container of some kind and was placing it into the water of the fountain.

Pericles: *(addressing the body of jurors)* Not only did Demos witness this cruel act of treason, Citizen Aristo saw almost the same episode at a different time and place.

Aristo: (*enters center stage and faces the jury*) As you know, citizens of Athens, I am a baker by trade. I start working in the middle of the night to prepare my loaves. On the day after Demos witnessed Stavros at the Fountain of Nine Spouts, I saw Stavros at the main fountain in the center of the agora near my bakery. Stavros was placing some sort of pouch in the fountain as the sun rose over the hills.

Pericles: *(addressing the body of jurors)* Athenians, there can be no nobler citizen than Themistocles, who has guarded our water supply for a number of years. We thank him and Zeus for the life-giving water we have enjoyed. Allow him to speak.

Themistocles: (*enters center stage and faces the jury*) Our water is brought to Athens from the springs of the Parnes Mountains many miles away. The Aqueduct of Pisistratus carries the water to Athens, traveling mostly underground. Along the way are large settling basins, or bowls, where dirt and other sediment drops to the bottom so our water is kept pure. As the aqueducts enter Athens, the water is piped into several fountains around the base of the acropolis. Some fountains, as you are aware, are inside buildings. Others are in the open.

I am in charge of distributing water and making sure no one takes more than their fair share. Recently, I have had to fine several businesses for robbing us of extra water!!

As yet, I have found nothing ***obviously*** wrong with the water. ***However***, it is true that everyone who has been afflicted with the illness did drink from the city's fountains.

Pericles: (*addressing the body of jurors*) Citizens of Athens, it is clear Stavros of Piraeus has committed a horrible crime against his own polis. He undertook this treachery for one of the oldest of reasons, (*voice rises*) ***pure greed***!! Should you find him guilty, we will be swift to render his punishment—he will be clubbed to death on the outskirts of Athens so that he will not ever taint our polis again!!

The Case as Presented by Stavros of Piraeus

Stavros: (*speaking in an extremely calm manner that belies the fact he is actually fighting for his life)* My fellow Athenians, I am a humble olive merchant. It is true that I live in Piraeus and that I have business dealings in other Greek cities, such as Sparta. However, when I returned from my last trip two weeks before the plague struck, my records will prove I rented a ship to take my oil to the delta of the Nile in Egypt. There I sold 400 large jars of fine ***Athenian*** olive oil. The ship's captain was sailing directly back to Piraeus when storms threatened our vessel and safe harbor had to be reached. We landed on the coast of the Laconians (Spartans).

We rested in safe harbor overnight without getting off the ship. My captain was concerned an unattended ship would cause problems with Spartan officials. If you don't choose to believe me, surely you must believe such a worthy citizen as my captain, Closthienes.

Closthienes: It is all as Stavros has said. We saw no one. We spoke to no one. No one left the ship, and no one boarded the ship. We left the harbor at daybreak as the storm blew away.

Stavros: I have been labeled a traitor for being spotted at local fountains at early hours of the day. Should it be unusual for any Athenian to dip his hand or drinking vessel into the fountain for a drink? Admittedly, I did not use the customary water jug to transport water to my home. However, I was in a hurry on both mornings to see how work was progressing in my olive groves on the other side of the acropolis some miles away. I filled my goatskin pouch for the day's travel and work that lay ahead of me.

(*voice rising*) Since when is it wrong for a man to quench his thirst? Has the illness made you crazy? Citizens of Athens, I have done nothing wrong!

GAZING INTO THE CRYSTAL BALL

Focus Question: What was the Oracle at Delphi, and why was it important to Greek culture?

Objectives: Students will be able to:

1. Describe the role of the Delphian oracle in Greek culture.

2. Compare the Delphian oracle to such modern cultural phenomena as astrology.

3. Research and present information on events in ancient Greek history based upon Delphian prophecies.

Materials Needed:

- Copies of Handouts 8 and 9 for all students.
- A copy of the local newspaper's daily horoscope.
- Access to the school library and the Internet.

Preparation: You may want to consult with the media specialist prior to the lesson to ensure adequate resources will be available to students.

Procedure:

1. Use the horoscope as a way to introduce the relationship of Greek mythology to daily Greek culture. (**Note:** When broaching the topic of horoscopes or psychic readings, remain neutral on the subject. While some families may be totally opposed to the idea of horoscopes, others may very well place a great deal of credibility in them. Approach the topic accordingly, using general statements that are factual; e.g., "Some people do place a great amount of belief in what a horoscope says while others obviously do not.") Ask volunteers to tell their birthday and then read the corresponding horoscope for that particular day. Ask students if they would describe the horoscope as detailed/specific or general. (*Most will be very general.*) Ask students if the prediction could be interpreted in one, *or many*, ways. (*Many horoscopes are open to various interpretations.*) Explain to the class that they will be looking back at a time and culture when such readings were the major consideration before any action was taken, from raising a family to attacking an enemy.

2. Distribute Handout 8, assigning students to read it and individually answer its questions.

3. In cooperative teams, have students share and discuss their answers before having whole class discussion of the questions. Be sure students understand the answer to question 1. The Oracle was the human link to the gods on Mount Olympus, in particular to the god of the sun, Apollo. The Oracle helped bind Greeks to their religion no matter how frivolous it might seem to us 2000+ years later.

1. *The Greeks trusted the Oracle at Delphi to give accurate answers to numerous issues on which they sought advice. They believed it was the voice of Apollo speaking to them through the Oracle.*
2. *The only determining factor for gaining an audience with the Oracle appeared to be the offering of the proper amount of tax and sacrificial animals.*
3. *Student answers may vary. However, recent archaeological findings point to the existence of a major fault line directly beneath the Temple of Apollo. Numerous earthquakes have occurred here, and some scientists believe the temple actually closed in 373 CE due to a massive earth tremor. As part of the geothermal makeup of the fault, hot gases emanated from a hot spring below the temple. Ethylene, one of these gases, has a narcotic effect and once was used as an anesthetic. Thus, ethylene may have been the physical ingredient at the temple that induced the Oracle's trances. Records of the time note the vapors were sweet smelling, a characteristic of ethylene.*
4. *As already noted, horoscopes are one modern version of soothsaying, as are fortune-tellers, tarot card and palm readers, and psychics.*

4. Ask students to compare/contrast the newspaper horoscope with the Delphian Oracle based upon what they have just read. (*Both the horoscope and the Oracle used vague statements about one's future that are/were open to interpretation. The Oracle was revered by the entire Greek civilization and beyond in its day while horoscopes may only be taken seriously by a relative minority within today's society.)*

5. Distribute Handout 9, explaining to the class that Greek historians, such as Herodotus, recorded some of the more notable pieces of advice from the Delphian oracle. They are represented in riddles 1-3. The remaining riddles refer to famous events in the history of ancient Greece in a style similar to that of the Oracle, although they are not from the Oracle. Have teams of students work to answer the questions that accompany each riddle. Use of the library and/or Internet will be mandatory for students to answer most of these items. As students work on the riddles, remind them that various nouns within the riddles offer the best clues to research.

Option: Assign each team one riddle. The team should solve the riddle, and then prepare and deliver an oral presentation on the event: What was the event? What caused it? What were its effects?

The events described in the riddles are:

1. *King Croesus of Lydia sought to invade Persia in 550 BCE. Assuming the Oracle was promoting his empire, he launched his attack only to be defeated. The Persians conquered his land and Croesus was placed in chains; the "great empire" that was destroyed was his own.*

2. *Themistocles read the Oracle's advice as reason enough to build a large number of speedy warships. Although smaller than the ships of the Persian emperor Xerxes, they were more maneuverable. Themistocles made the prediction come true when the "wall of wood" became a wall of fighting ships that lured Persian ships into an ambush at the Strait of Salamis in 480 BCE, a great victory over the Persians.*

3. *Pyrrhus took more than 25,000 troops with him into Italy in 280 BCE. He won several impressive battles. His attention was diverted to Sicily in 278 to help another group of Greeks against Carthage. He remained separated from his forces in Italy for several years. When he returned to reengage the Romans in 275 BCE, he was defeated. The chameleon-like results of his campaign did, indeed, reflect the various possible interpretations of the Oracle.*

4. *This "prophecy" warns Priam, leader of Illium (Troy), against accepting the legendary Trojan Horse into his city, an act that prompted the destruction of Troy.*

5. *Miltiades was the Athenian commander who routed a superior Persian force on the plain at Marathon in 490 BCE, driving the Persians back into their ships (although they were in the process of returning to their ships when he attacked).*

6. *Critias helped lead the drive to convict Socrates of forsaking the gods and corrupting the youth of Athens with dangerous ideas, a conviction that led to Socrates's death sentence of drinking poison hemlock juice in 399 BCE.*

7. *Draco was the first government reformer of Athens. His idea to codify all Athenian law in 621 BCE was heralded by the masses, who were tired of a privileged set of vigilantes enforcing their will indiscriminately. However, under Draco's code, laws became a very harsh constant—almost every offense was punishable by death! The law was very intolerant, but it was applied equally, making Draco popular.* ***(Note:*** *You could also offer the following riddle for Draco—"The people will love you to death." In reality, that would have been absolutely true. When Draco entered an amphitheater, the thousands there threw their cloaks at him in a massive display of appreciation and affection. Unfortunately, by the time Draco was uncovered, he had suffocated!)*

8. *Demosthenes was concerned about Philip II of Macedonia, who courted officials of various Greek city-states and through his intrigue pitted one Greek city-state against another. This made his conquest of Greece in 338 BCE relatively easy.*

9. *Lucius Mummius was the Roman general who totally destroyed Corinth in 146 BCE. Corinth had been called "the light of all Greece" by the Roman writer/statesman Cicero.*

10. *Leonidas led a contingent of 1,000 Greek soldiers from Sparta and Thebes in delaying the Persian forces of Xerxes at Thermopylae in 480 BCE. Outnumbered according to some accounts by 200 to 1, Leonidas's men fought to the death in order to allow a larger Greek force to retreat and regroup before Xerxes's fleet was defeated in the Strait of Salamis that same year.*

Extension:

Adolph Hitler was rumored to have relied more on his astrologer than his generals in developing and implementing strategy during World War II. Ronald Reagan's wife, Nancy, was also known to call upon psychics. On occasion, when totally stymied in an investigation, police call in psychics to assist in finding legitimate leads. Have interested students research the paranormal's role in modern society. They may investigate its connection to specific leaders, to police work, or to other aspects of society.

Teacher Background Information:

While most students will find amusement in horoscopes (and others *may* be offended by them), the fact that fortune telling was a way of life among the ancients, in particular the Greeks, is the focus of this activity. The Oracle at Delphi was *the* "Psychic Hot Line" of the Hellenistic world. Unlike our society, where a few dabble in the occult and others seek it out simply for amusement, every Greek believed the Oracle was the voice of truth and wisdom (even if its pronouncements were often vague and prone to multiple interpretations). In an era when everyone sought the favor of the gods, numerous oracles abounded in Greece as well as other parts of the ancient world. However, at the supposed center of the world, the Delphic Oracle was the most revered. Its duration from 1600 BCE to 400 CE attests to its prominence in the ancient Greek fabric of life.

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THE ORACLE AT DELPHI

According to Greek mythology, Zeus employed two eagles to locate the center of the earth. One flew east and the other west until they met over Delphi on the slopes of Mount Parnassus near the Gulf of Corinth. Delphi was thus proclaimed "the navel of the earth." Initially home to the Earth goddess, Gaea, Delphi became a shrine to Apollo when the Greek sun god supposedly defeated Gaea's serpentine guardian, the Python, and expelled the goddess. From the word python comes another word for oracle, *pythia*, which also means seer.

A more worldly legend notes that a goatherd, after his goats had begun to act in an odd manner, was first to view the chasm in the earth near Delphi that emitted strange vapors. Soon curious individuals succumbed to the vapors and gave out prophecies. Some, unfortunately, became so entranced that they fell to their deaths in the chasm. Thereafter, local religious leaders established an organized method for divining the will of the gods. A priestess was appointed as the oracle, a tripod was built over the crevasse upon which she could sit securely and receive "inner balance," and a temple and shrine were built nearby. The Temple of Apollo was, in fact, built directly over the fissure.

The Oracle did not offer revelations on a daily basis. First, a goat had to be sacrificed outside of the Temple of Apollo and its intestines read by a priest to see if it was a good day for the Pythia (Oracle) to proclaim her visions. If so, any interested customers would first have to pay a tax for the privilege of approaching the altar of Apollo. There, animal sacrifices were presented. The pilgrim would state his question to an assistant of the Oracle. The assistant took the question to the seer in the sacred underground chamber while the pilgrim retired to a corner of the fuming chamber located beneath the Temple of Apollo. Then, after having purified herself in an adjacent pool, the Pythia would ascend the tripod, chew sacred laurel leaves, inhale the smoke from the crevasse, and look into a bowl of water to see the answer to the pilgrim's question. She would mumble disoriented words that were written down by a priest and then interpreted by another priest. The interpretation was passed to the pilgrim who had asked the question.

The ancients believed the Oracle was a tool Apollo used to offer his direct advice. In a culture that espoused soothsaying and pleasing its many gods, Delphi's Oracle was the most significant in all of Greece. The Oracle was trusted to be nonpartisan; it gave advice free of politics for all. Its knowledge was not limited to government. The Pythia doled out pointers concerning everything from when to make war to when to plant seeds and how to lay out a city.

So respected and entrusted was the Delphi Oracle that pilgrims came from as far away as Italy, Egypt, and Asia Minor. Even though the visions were often worded in cryptic riddles that could be easily misinterpreted, the Temple of Apollo became elaborate with the riches it took in. (If a vision was not clearly understood, a pilgrim could resubmit his question for an additional tax and set of sacrifices.) Various Greek city-states, such as Athens and Corinth, built standing treasuries along the "Sacred Way" to the temple in which to keep the wealth needed to pay the taxes required of the Oracle. Delphi inherited gifts of art, such as golden statuary, that city-states sent to it in order to keep the Oracle on their side. Additional temples, a stadium, and an amphitheater were also built on the site with the wealth that came pouring in.

The Oracle at Delphi was a major center of spiritualism, intellectual inquiry, and public congregation in ancient Greece for almost 2,000 years until Christian Rome outlawed its prophecies around 400 CE.

Questions

1. Why was the Oracle at Delphi so important to Greek culture?

2. What was the most significant factor in determining who could ask the Oracle for advice?

3. How do you think the Oracle was able to give her visions?

4. Does modern culture have anything that closely resembles the Oracle? If so, explain.

RIDDLE ME THIS!

Items 1-3 below give actual predictions from the Oracle at Delphi. The remaining riddles, while not actual predictions, do relate to major events in ancient Greek history. Using the information given, as well as library and Internet resources, answer the question accompanying each riddle.

1. King Croesus asked the Oracle at Delphi if he should make war on the Persians. Her answer was, "Are you willing to destroy a great kingdom?" What happened?

2. Themistocles twice asked the Oracle what Athens should do to defend itself from the invading Persians. The first response was doom for Athens. Asked a second time, the Oracle responded, "Defend yourselves with walls of wood." What happened?

3. King Pyrrhus of Epirus inquired of the Oracle how he should deal with the Romans. The Oracle supposedly spoke, *"Aio te Aeacida, Romanos vincere posse."* This Latin phrase could be interpreted in one of two ways—"I say unto the Greek, thou canst overcome the Romans" or "I say unto thee, the Roman may overcome the Greeks." Which outcome prevailed?

4. Priam, ruler of Illium, is given this advice: "Beware of strangers bearing gifts." What event is described?

5. Miltiades is advised, "Choose the open plain and send the vanquished into the sea." What event is being described?

6. Critias, one of the "Thirty Tyrants" of Athens, is told, "The conscience of Athens must die." What event took place and why?

7. Draco is counseled to "Make the law as inflexible as oak and the people will rejoice." What does Draco do?

8. Demosthenes may have chided his fellow Greeks, "Beware of the lion of the North who comes in sheep's clothing." Of whom was Demosthenes speaking, and why was he concerned?

9. Lucius Mummius, Roman general of the second century BCE, is told, "You will extinguish the light of all Greece." What did Mummius do?

10. King Leonidas of Sparta is forewarned, "In death you shall honor the gods and all of Greece will salute you." What actions did Leonidas undertake?

THE GREAT SNAKE

Focus Question: Who built the Great Serpent Mound of southern Ohio, and why did they build it?

Objectives: Students will be able to:

1. Offer an explanation as to who built the effigy mound and why it was built.

2. Use the Internet and other reference resources to identify and locate other effigy mounds within the United States.

Materials Needed:

- Copies of Handout 10 for all students.
- A transparency made from the Overhead Transparency Master and an overhead projector.
- Drawing materials, including white drawing paper (12 x 18) and tempera paints, colored pencils, or markers; if you make paints available, a supply of newspapers will also be useful.
- Each four-person team will need a sheet of white drawing paper (12 x 18), an outline map of the United States (one is provided in Handout 11), and access to the Internet, reference books, and other materials on the effigy mounds.
- A large wall map of the United States.
- A supply of self-adhesive notes will also be needed.

Preparation: This activity can be used as closure for a unit on the mound-building cultures of North America or as a lesson on effigy mounds within such a unit. Work with the librarian/media specialist to plan how best to conduct the library research phase of the activity. Time permitting, having one team go to the library at a time will prevent competition for limited materials.

Procedure:

1. Place the transparency of the "serpent" drawing on the overhead and have students offer their interpretations of what the drawing represents. List their ideas on the chalkboard.

2. Explain to the students (some of whom may have already correctly surmised the subject of the drawing) that the sketch represents a snake. If that is true, what is near

the snake's head? Again allow students the opportunity to make suggestions before passing out Handout 10.

3. Have students read the summary and answer the accompanying questions on their own. (Cooperative learning teams may be formed to help create the Venn diagrams of the archaeological debate concerning the Great Serpent Mound in question 4.) Review the answers for the questions with the students, discussing the fact that effigy mounds were built throughout pre-Columbian America, especially from the Great Plains eastward to the Appalachians. Due to its size, the Great Serpent Mound is one of the most famous of these effigy mounds.

1. *East of Cincinnati, near Locust Grove, Ohio.*
2. *A quarter-mile-long snake with an apparent egg in its mouth and a coiled tail. The mound started with clay and rocks at the bottom. It was then covered with four to five feet of soil to a width of twenty feet.*
3. *Similarities: The two scientific groups agree the mound wasn't used for burial purposes and the charcoal found in the mound was about 900 years old.*

   Differences: One group claims the Adenas built the mound 2000 years ago. They point to the nearby conical mounds and Adena artifacts found near the mound. They insist the charcoal was placed in the mound during its restoration. The other group claims the Mississippian people built the mound about 900 years ago. They say the Mississippians had a highly structured society capable of such a great work. They also point to numerous rattlesnake artifacts prevalent in the Mississippian culture. Some theorize the mound actually depicts Haley's Comet, since its brightest occurrence corresponds with the range of radiocarbon dating. Student answers will vary as to which side they believe is more credible.
4. *Student answers will vary.*

5. Pass out the drawing paper (and drawing media if it will be provided). Use newspapers to cover desktops and tables if paint and markers will be employed. Tell students they will be creating plans for an effigy mound. Be sure students are aware that an effigy is a representation of a natural figure, usually an animal. Their drawings should depict an aerial (overhead) view of their mound. Students should be urged to work quietly so they do not reveal what they are drawing.

6. When students have finished, form groups of four and ask students to share their effigy drawings within these teams to see if others can identify what is represented.

7. On the second day of the activity, have students work in cooperative learning teams. Give each team one sheet of drawing paper and a copy of a U.S. map; one person should be designated as team artist, while the other three are researchers—one on the Internet, one in the reference section of the library, and the third in the (electronic) card catalog. Have students search for other known effigy mounds besides the Great Serpent Mound. Once they locate a mound, the artist should replicate it on the drawing paper while one of the other students plots its location on the U.S. map.

8. When all teams have completed their research and drawings, post the effigy drawings on a bulletin board and ask teams to plot the locations of their mounds on a large

wall map of the United States (the self-adhesive notes can be used to show the mound locations without damaging the map). Ask: Can you observe a geographic pattern in the mounds' locations? Are the mounds located near any common physical features? *(Most of the mounds were located near or along rivers.)* Why would this be? *(The rivers served as the most efficient means of transportation for people, goods, and ideas.)* Could this explain the existence of effigy mounds in so many areas? *(The idea of the effigy mound may have spread around the drainage basin of the Mississippi River, hence giving the name Mississippian to the culture that existed from about 900 to 1600 CE.)*

Extension:

Students may be encouraged to create a three-dimensional model of an effigy mound made out of clay, salt dough, or plaster. Students could do additional research on one of the following mound-building cultures and present that information on a display board: Adena, Hopewell, Mississippian.

Teacher Background Information:

The Great Serpent Mound was probably used for religious and/or ceremonial reasons by the people who built it. This revelation was purposely left out of the background information in Handout 10 to allow students the opportunity to formulate their own theories.

Exactly who built this effigy mound and why remains debatable. Certainly students are not in a position to make conclusive statements about the origins of the effigy mounds. However, this activity provides an outlet for their visual/artistic intelligence, encourages their use of logical reasoning and library research skills, and introduces them to the idea that conflicts arise in the field of archaeology even with the existence of such evidence as radiocarbon dating.

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THE GREAT SERPENT MOUND

Located east of Cincinnati, near Locust Grove, Ohio, the Great Serpent Mound is the largest serpent effigy (animal-shaped) mound in the world. From the apparent egg in its mouth to the tip of its coiled tail, it stretches more than a quarter mile (1330 ft.). The serpent sits atop a ridge overlooking Brush Creek. Similar serpent effigies have been located in Ontario, Canada, and in Scotland.

The mound was built with clay and rock at its base. The base was then covered with four to five feet of soil, expanding the snake's width to 20 feet. The builders must have used hundreds of thousands of basketfuls of dirt to create the mound.

Adjacent to conical burial mounds of the Adena culture (prehistoric people who lived in the Ohio Valley from about 800 BCE to 100 CE), the Great Serpent Mound was long thought to have been made by these same people. Nineteenth-century archaeologists found Adena pottery fragments and animal bones around the Serpent Mound site, but no artifacts or remains have ever been uncovered within the mound itself. In the 1990s the first radiocarbon dating tests on charcoal removed from the mound indicated the Mound may have been built between 1025 and 1215 CE. Such a date would suggest that the Mississippian culture (900-1600 CE) was responsible for building the Serpent Mound. The fact that Mississippian peoples had a highly organized society that could have undertaken such a large project and that other Mississippian sites have yielded jewelry with rattlesnake symbols on them lend further credibility to their possible role in the building of the mound.

Yet even the use of modern archaeological methods such as radiocarbon tests cannot forge a single, acceptable theory as to who built the serpent. Some archaeologists note that when the mound was initially researched and subsequently restored over 100 years ago, dirt from the area surrounding the mound was introduced into the serpent mound as part of the restoration. These scientists claim that this soil probably brought with it the charcoal that was dated in the tests. They adhere to the original idea that the Adena culture built the mound 2,000 years ago.

Meanwhile, supporters of the radiocarbon tests believe the Mississippian people did indeed build the mound about 900 years ago. Some of these archaeologists even suggest a possible motive for the mound's construction. They note that in 1066 Chinese astronomers recorded the brightest appearance ever of Haley's Comet, which was clearly visible in the night sky throughout the northern hemisphere. Such a spectacular display may have inspired the native people to create a permanent tribute to the event in the form of a mound. Could it be that the snake is actually the flaming tail of a comet? The only thing both groups of scientists agree upon is that the Great Serpent Mound was not used as a burial mound, since no remains or artifacts were ever recovered from it.

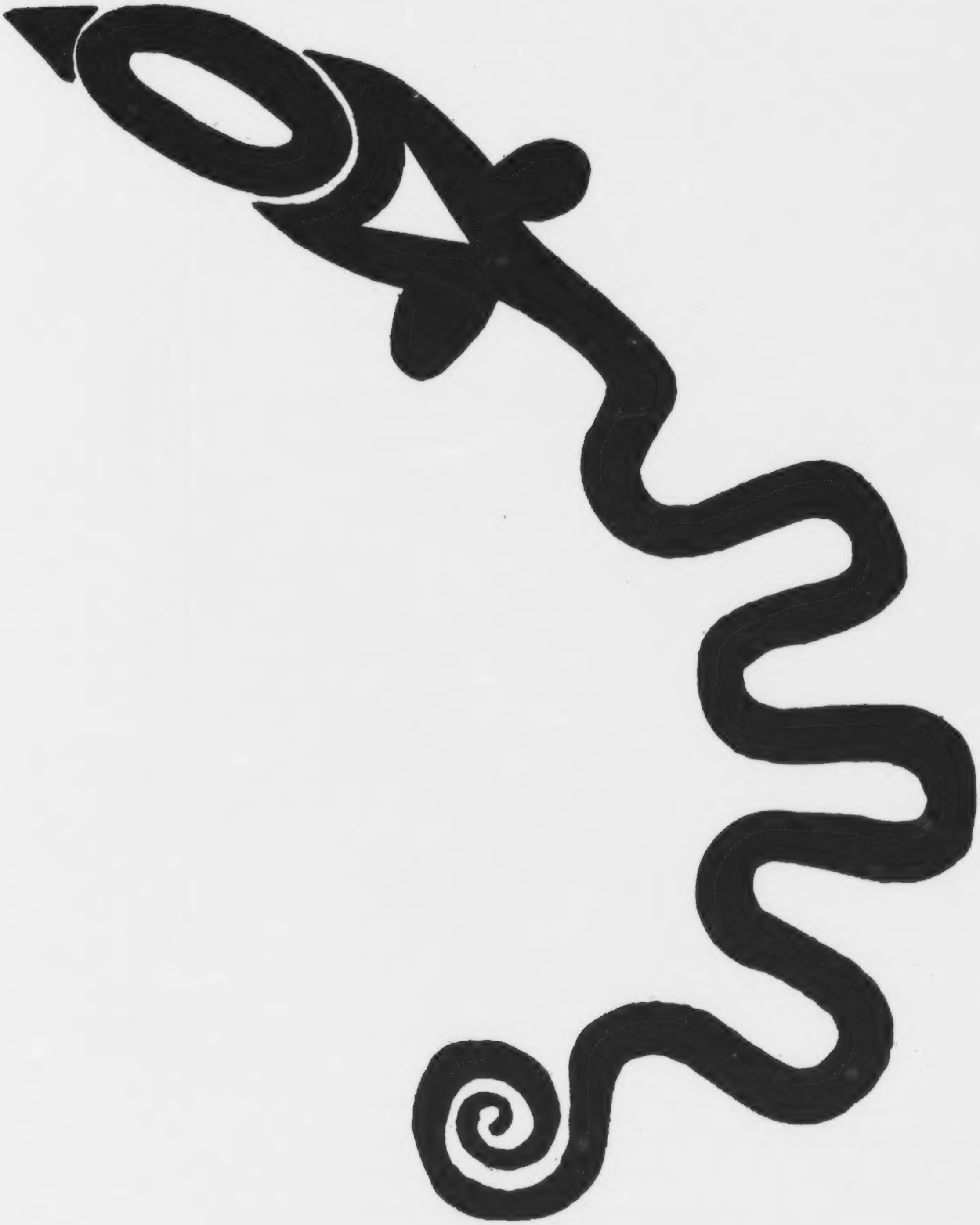
Questions

1. Where is the Great Serpent Mound located?

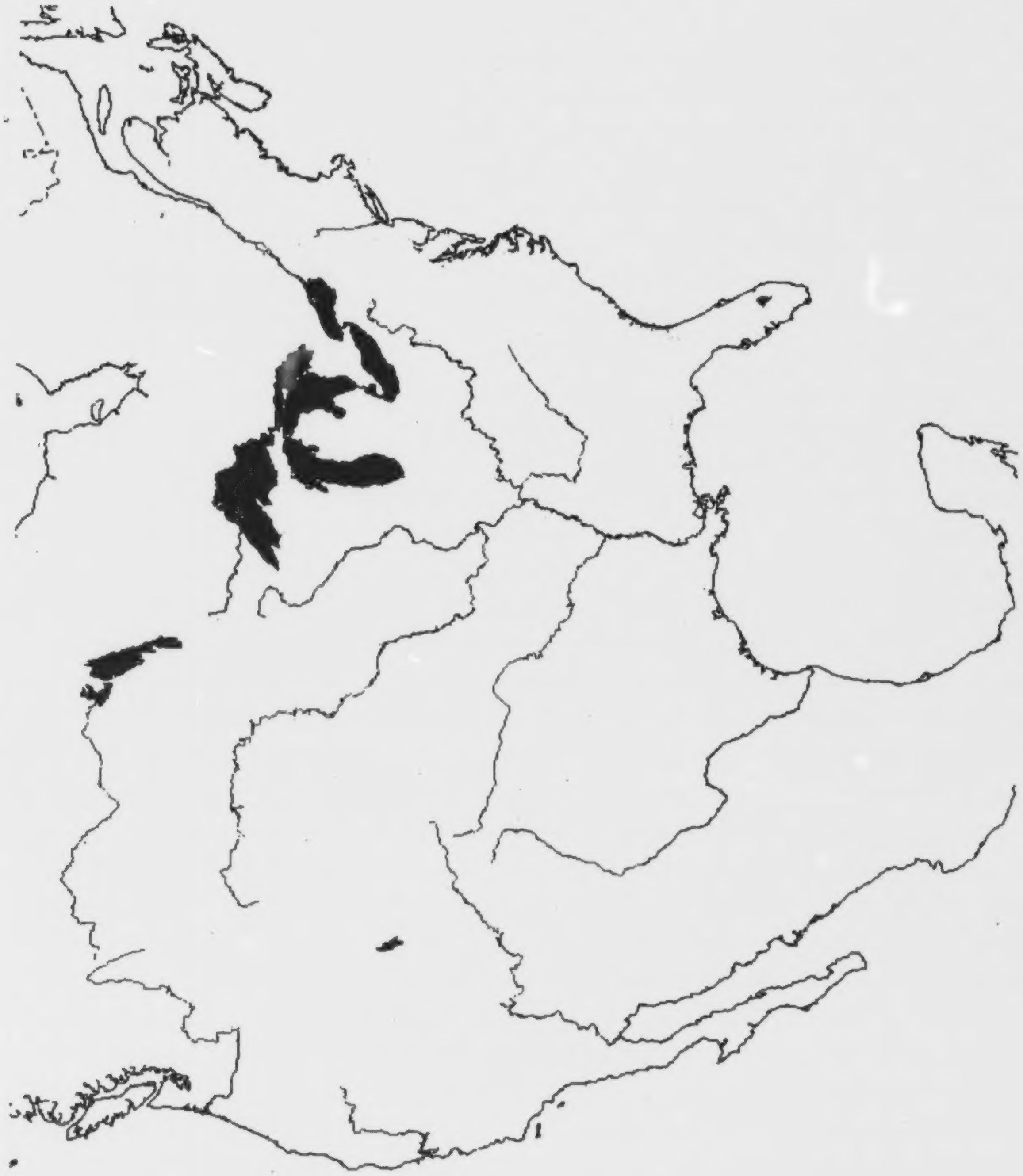
2. Describe the appearance of the mound and how it was built.

3. On the back of this paper, draw a Venn diagram comparing and contrasting the two scientific theories about when the Great Serpent Mound was built. Be sure to address all points on which the two sides agree and disagree. With which side do you agree?

4. Why do you think the Great Serpent Mound was built?



OUTLINE MAP



"QUINCTILIUS VARUS, GIVE ME BACK MY LEGIONS!"

Focus Question: What happened to the "Lost Legions" of Augustus Caesar?

Objectives: Students will be able to:

1. Use research skills to identify the causes and consequences of the total destruction of three Roman legions at the hands of Germanic warriors in 9 CE.

2. Use map skills to interpret information on a map of the Roman Empire.

Materials Needed:

- Enough copies of Handout 12 for each learning team to have one.
- Copies of Handouts 13 and 14 for all students.
- Some string or ribbon.
- Access to the school library and Internet.

Preparation: Roll each copy of Handout 12 into a scroll secured with string or ribbon. Arrange the use of the library with your librarian/media specialist. Students should be familiar with the Roman Empire, Augustus, and the characteristics of the Roman military before this lesson is taught.

Procedure:

1. To engage student interest, give the class the following archaeological problem: Which of the following items would be able to lead modern archaeologists to a battle site almost 2,000 years old for which no one knew the exact location—coins, leather footwear, wooden spears, bones? How would this object have been found after so many years? *(In 1987, an amateur German archaeologist with a metal detector uncovered dozens of Roman coins in Teutoburg Forest near Osnabruck, Germany. Subsequent professional digs found more coins, metal surgical instruments, and a metal calvary officer's mask.)*

2. Form students into cooperative learning teams. Explain that each team will simulate a Roman army "reconnaissance" group seeking "intelligence" (information) about the battle that took place in the Teutoberg Forest in the year 9 CE. They will work in the

library to investigate certain events within the Roman army. The instructor will give each team a copy of Augustus Caesar's imperial orders that will help direct their research.

3. Pass out the scrolled orders (Handout 12) to each team and maps (Handout 13) to each student. Allow students about five minutes to determine the keywords within the imperial orders and the map that they will use to guide their investigation. (***Note:*** *Quinctilius Varus, Herman Arminius, and Teutoburg (-berg) Forest are the critical phrases for purposes of an Internet search.)* Team members should organize their research so some members are using electronic sources while others are pursuing print material. Set a reasonable time limit within which they are to use the library to conduct their investigation. (Remind students to be critical of the sources of electronic information. Web sites sponsored by universities, museums, and educational organizations tend to be more reliable than others; sites that offer reputable bibliographical sources also may be more reliable than those that do not.)

4. Each team should create an imaginative presentation of their findings as if the results had been directly reported to Augustus. In order to vary these demonstrations, allow teams alternate ways in which to offer them. Possibilities include a television news report; a newspaper layout for bulletin board display; a dramatic skit with several performance roles, including the role of Augustus (See **Teacher Background Information** for Augustus's apparent reaction to this debacle); an imaginary "Varus" lesson for Roman officers bound for the Rhine River on what not to do when dealing with the enemy in unknown terrain.

5. Have each team make its presentation.

6. Distribute the map questions (Handout 14) to the students, and have them complete the map activity within their teams, followed by a whole class discussion of the answers:

1. *120 miles.*
2. *Elbe River.*
3. *200 miles.*
4. *It was designed to keep Germanic invaders out of the Roman Empire.*
5. *The Rhine and Danube Rivers.*
6. *A collective group of various tribes simply labeled as "Barbarians" would continually plague Rome's northern borders. By the fourth century, some would become part of the empire while the constant intrusions of others would help bring about the fall of the empire in the fifth century.*
7. *Answers may vary. However, generally speaking, much of Europe east of the Rhine and north of the Danube was dominated by uncivilized barbarian tribes for the next 500 years and never enjoyed the structural benefits of the empire—roads, architecture, centralized government. Germany itself did not unite as a nation until the latter part of the 19th century.*

7. Conclude the lesson by examining the causes and effects of this disaster. Ask students: Which of the following was the primary cause of this military disaster—bad weather, ill-trained soldiers, or poor leadership? *(Poor leadership)* Name three effects of this poor leadership. *(Nearly 30,000 Romans were killed, the army was temporarily weakened, Roman expansion to the north of the Danube and east of the Rhine was, for the most part, permanently halted.)* If you were on a jury deciding who held the responsibility for this disaster, who would you blame—Quinctilius Varus, Augustus Caesar, or the soldiers?

Extension:

Students may enjoy putting on a trial, or military court martial, of Quinctilius Varus. Besides the defendant, witnesses such as surviving Roman soldiers may appear. In such a fanciful setting, a German barbarian or two might even be asked to give their view of the entire massacre. A prosecutor and defense attorney would be needed, along with a panel of several judges to decide the court martial.

Another twist to this lesson could be the comparison of Rome's defeat in the Teutoberg Forest with the British encounters with colonists and Native Americans during the 18th century and the American experience in Vietnam. Students could investigate the use of guerrilla warfare through several historic eras and construct a Venn diagram showing similarities and differences. While time constraints may prohibit such a comparison for the entire class, it may be offered as an individualized project choice at the end of the unit on Rome.

Teacher Background Information:

At nearly its apex of military power, how could the invincible Roman army lose nearly 10 percent of its fighting men in one three-day battle? Among many causes was Roman inability to realize its military limitations. The Roman legions, 5,000-man fighting units, were superb in open country, successfully cutting down any enemy from Spain to Syria with precision discipline. Independent barbarian warriors were no match for such a magnificently armed, cohesive unit. However, what Vietnam was to the modern American military, the densely forested hills of Germany beyond the Rhine were to the Romans. Strung out for miles in a single-file column, the Romans weren't prepared for battle in this verdant setting.

While Augustus was known for utilizing talented individuals in various positions suitable for their abilities, his appointment of Varus was catastrophic. A poor military leader chosen by a seemingly overconfident emperor desirous of greater expansion led to monumental disaster. Three legions (15,000 men), their auxiliary force of conscripted foreign troops (5,000 men), and support entourage of 10,000 men and women were wiped out near present day Osnabruck, Germany in 9 CE. This reduced Rome's legions from 28 to 25 in three days time.

Pursuing a Roman presence as far northeast as the Elbe River (see map), Varus's legions had gone out to stop German tribes in midst of rebellion. The poor choice of route and tactics helped seal utter defeat at the hands of (Herman) Arminius, former German ally of Rome, who was one of the rebellion's leaders. Arminius, trained by Roman military leaders, knew all too well the limits of Roman military might and sprung the ultimate ambush, even though his forces had only such crude weapons as pointed sticks for use as spears.

Upon hearing the news of the defeat, Augustus was stunned. Anxious that Rome would rebel against him in the face of such a debacle, he didn't shave or cut his hair for months. He solemnly recognized the anniversary of the disaster each year thereafter. He often was heard shouting, "Quinctilius Varus, give me back my legions!" For practical purposes, Augustus decided not to expand Roman influence east of the Rhine or north of the Danube. After his death, a 200-mile-long palisade, the Rhine-Danube Line, was built to keep the Germanic people out of the empire.

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UPON COMMAND OF HIS IMPERIAL EXCELLENCY, AUGUSTUS

Obedient and faithful legionnaires, the XVII, XVIII and XIX legions have gone to the North under the command of my most loyal subject Quinctilius Varus and his able eyes in the forest, Herman Arminius. Varus is overdue on a report. I need you to reconnoiter the region and find my legions. Make note of any unusual circumstances that would prevent Varus from communicating with his emperor. Give me complete details!

IMPERATOR AUGUSTUS

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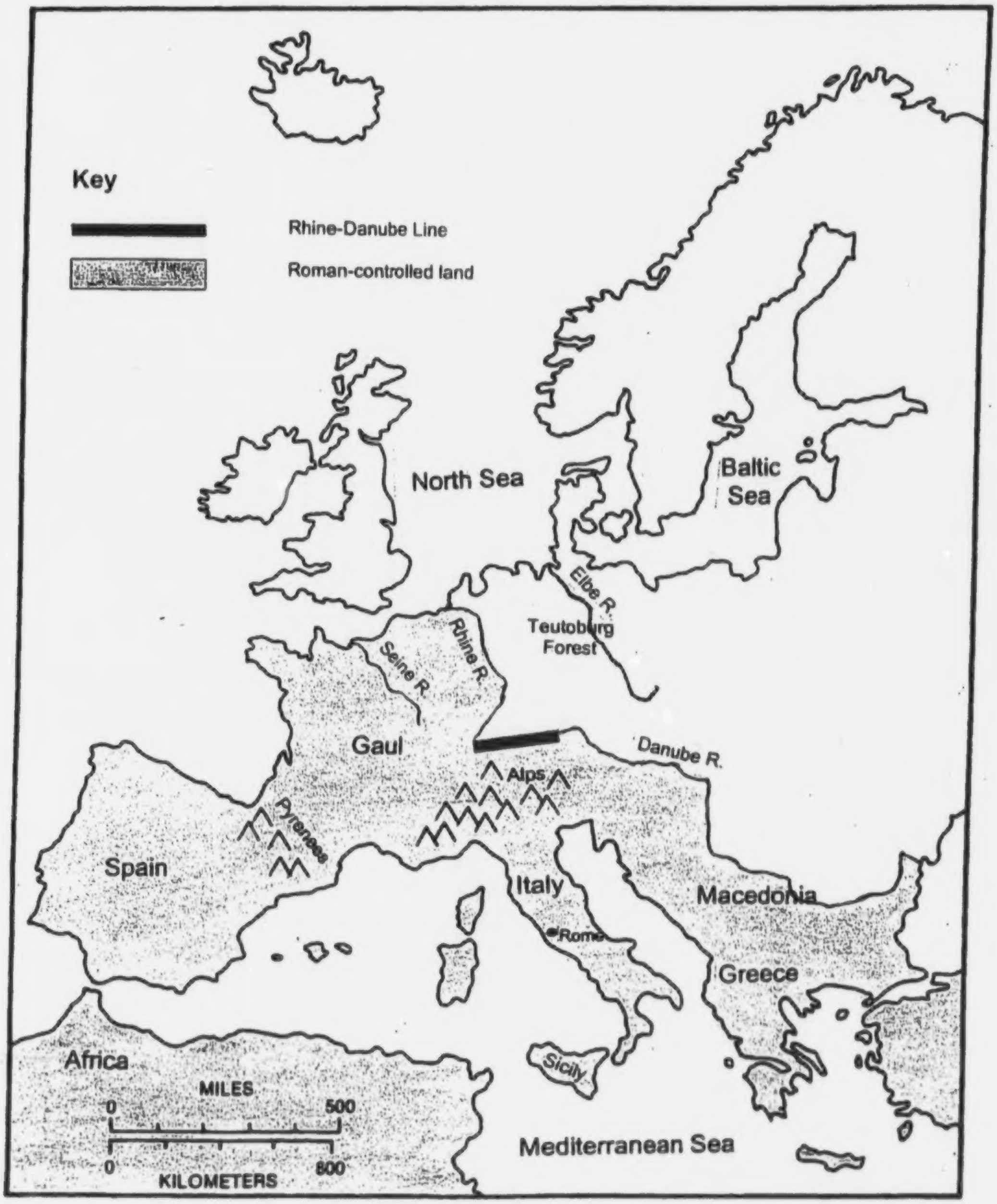
THE ROMAN EMPIRE

AT THE DEATH OF AUGUSTUS 14 CE


Key
Rhine-Danube Line
Roman-controlled land
North Sea
Baltic Sea
Elbe R.
Teutoburg Forest
Rhine R.
Seine R.
Gaul
Danube R.
Alps
Pyrenees
Spain
Italy
Rome
Macedonia
Greece
Africa
Sicily
Mediterranean Sea
MILES
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KILOMETERS

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QUESTIONS FOR "THE ROMAN EMPIRE AT THE DEATH OF AUGUSTUS, 14 CE"

1. Approximately how far was the Teutoburg Forest from the Rhine River?

2. Had Rome won the battle at the Teutoburg Forest, to which river might it have extended its control?

3. Approximately how long was the Rhine-Danube Line?

4. The Rhine-Danube Line was a palisade, or wall, made of logs. Why do you think it was built?

5. What two rivers marked Rome's northern border in 14 CE?

6. From your research, what groups of people do you think would be found north of the Roman Empire as shown on this map in 14 CE? Would they eventually have had any effect upon Rome?

7. In your opinion, how might the outcome of the battle in the Teutoburg Forest affected what various parts of Europe?

THE MYSTERIOUS MAYA

Focus Question: Why did the lowland Mayans (of Guatemala, western Honduras, and southern Mexico) seemingly disappear in the ninth century after 1,000 years of dominance in the region?

Objectives: Students will be able to:

1. Offer at least one possible theory explaining the disappearance of the Mayans.
2. Use note-taking skills to organize important information.

Materials Needed:

- Copies of Handout 15 for all students.
- One set of the Question Cards and one set of the Action Cards.
- Overhead made from the Overhead Transparency Master and an overhead projector.
- About two dozen small (3 oz.) paper cups.
- Large box of any sort of corn cereal.

Preparation: Cut out the Question and Action Cards and laminate them for future use. You may want to make additional Question Cards on previously covered material on the Mayans. Shuffle the Question and Action Cards together so they are thoroughly dispersed. Pour cereal into each of the two dozen cups. This lesson is designed to be used at the end of a unit on the Mayans.

Procedure:

1. Ask students if they have ever heard the phrase "The Greeks of the New World." Based upon what they know about the Greeks, why do they think a group of people might be called "The Greeks of the New World"? *(Because they had a sophisticated early society and made contributions to knowledge that are still respected today.)* Who do they think was given this name? *(Accept all answers.)*

2. With students grouped into *six* cooperative learning teams, distribute Handout 15 and have students silently read the text.

3. Explain that students will be involved in a simulated activity in which knowledge of the text handout will be critical. Ask student teams to organize information from the handout; suggest that they use outline form or notes. They may divide into pairs within

the team or divide the text into equal parts for each team member to organize a portion of the text. They will have 12 minutes to organize important text information into some *written* form. When the activity begins, the handout must be put away. However, they will be allowed to use their notes.

4. Begin the activity by placing the transparency showing the grid on the overhead projector. Assign each team one of the six Mayan city-states.

5. While you are giving one cup of cereal to each team, instruct the students to put away the text sheet, leaving their notes as their only source of information. Explain that since corn was an integral part of the Mayan diet, the cereal represents the food needed for a dominant Mayan city-state. (Students within each team may share the initial cup of cereal.)

6. On a rotating basis, select a city-state team and draw a card from the previously shuffled assortment of "Question" and "Action" cards. If a "Question" card is drawn, the team has 15 seconds to answer. A correct answer allows the team to claim a section of land *immediately adjacent* to its city-state on the grid. (***Note:*** You may simply mark the designated section with the initials of the particular city-state.) An incorrect answer results in a section of land being taken away from that city-state team. (***Note:*** The section containing the city-state can not be lost unless it is totally surrounded by opposing city-states.) When a city-state is totally blocked in by sections of land owned by rival city-states, it may be conquered by that rival's giving a correct response to a question or drawing an appropriate "Action" card through which the rival city-state takes over the surrounded city-state.

If an "Action" card is drawn, the directions are followed as given.

7. With 15 questions and nine designated actions (unless the instructor has added more questions), the game ends when each of the six city-state teams has had four turns. Each team is allotted one cup of cereal for each section of land that it holds at game's end (not including the sections housing the city-states).

8. Take a few minutes at the end of the activity and have each team write down two possible reasons they learned for the collapse of the Mayan city-states. Share various team responses on the chalkboard or overhead.

Extension:

An innovative, industrious society, the Maya relied heavily on technology to bridge obstacles to their limited land area and burgeoning population. In the end, however, they scoured their environment too heavily for it to support them. There are broader lessons for students here beyond cause-and-effect relationships from more than 1,000 years ago. How does our society take care of its resources and environment? Will expanding populations in other parts of the world have negative consequences for Americans? How has technology helped to conserve our environmental resources? These are pertinent questions that should be pursued in order to have students transfer valuable historic lessons from an ancient society to our own. Each of these questions could be tackled separately within learning teams, through discussion groups, and through whole class discussion. Written essays could be a closure activity.

Teacher Background Information:

Designed to bring closure to a study unit on the Maya, "The Mysterious Maya" provides an opportunity for students to practice their study and organizational skills. Simulating the Mayan quest for land resources, students are subsequently rewarded with the "corn" of the Maya.

While "Whatever Happened to the Maya" gives the pertinent historical background needed for this activity, the teacher should note a striking similarity between the Mayan dilemma and the events depicted in the activity "*Strange Statues*" on page 115. Like the Easter Islanders, the Maya used too many of their most valuable resources (trees and soil) too quickly, and the resultant food shortage forced them to flee the lowlands for the northern Yucatan.

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WHATEVER HAPPENED TO THE MAYA?

From about 200 to 900 CE, the Mayan civilization dominated the lowlands of present-day Guatemala, western Honduras, Belize, and southern Mexico. Their achievements in astronomy, art, architecture, mathematics, writing, and technology during this Classic Mayan Age have caused historians to refer to the Maya as the "Greeks of the New World." Living in a collection of various city-states, the population may have reached as high as 10 million during the seventh century. This region today supports fewer than 1 million inhabitants.

The Mayans were masters of business and agriculture. Salt, fish, shells, cotton, corn, jade, rubber, and flint were among numerous items traded throughout the region, with cacao beans used as a type of currency (money). Grown on raised beds of rich swamp soil, beans, squash, and corn were the staple crops grown by the Mayans. The beans provided much-needed nitrogen for the soil while the corn gave the beans a stalk around which to entwine. Finally, the squash's broad leaves helped protect the bean plants and conserve moisture by shading the soil from the tropical sun. With such harmonious balance, the Mayans not only cultivated their food but their dominant civilization.

Years of success apparently brought on a disastrous imbalance that led to the collapse of the Maya way of life. From around 750 to about 900 CE, one major city-state in the lowlands after another was abandoned as the population apparently fled northward into the Yucatan Peninsula of present-day Mexico. Why?

While archaeologists do not know the exact cause, excavations in the past decade have given them some general ideas about the Mayan demise. As city-states grew larger in population and wealth, two critical elements began to dwindle—farmers and forests. Mayans used slash-and-burn farming methods: a section of forest was cut, burned, and then planted in beans, squash, and corn. Each section would produce for a couple years before another portion of the forest was cut down. As the cities grew, overly destructive demands were made on the forests. Huge amounts of wood were needed to burn with limestone to make plaster, which was prized by the Maya to coat the exterior of their buildings. Too much of the forest was cut down at once to provide food for the growing masses of people. Furthermore, over the centuries, fewer and fewer people were farmers. More and more people had moved into the cities to take up other occupations. To make matters worse, extended dry spells occurred during this period.

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With so much of the forest destroyed, soil erosion began to fill in swamps where the Mayans had created plaster-lined reservoirs. The resulting reduction in available water also hindered food supplies.

As food sources became limited, the character of warfare also changed. For most of the Classic Period, wars between city-states were rituals in which a few royal prisoners were captured for sacrifice to the local gods, and a few common warriors were captured to become slaves. The food shortage propelled a more deadly form of war. Mayan hieroglyphs tell of entire city-states being vanquished by invading forces.

Mayans' use of technology—plaster-lined reservoirs, raised crop beds, hieroglyphs for record keeping—allowed them to extend their resources for a substantial period of time. In the end, however, overuse of available resources appears to have been the major factor in their disappearance from the lowlands of western Central America and southern Mexico.

1. What is the era between 200 and 900 CE known as in Mayan history? *(A: Classic Period)*

2. Name three modern nations whose area the ancient Maya dominated. (*A: Mexico, Belize, Guatemala, Honduras)*

3. Achievements in art, astronomy, math, and writing (among other areas) earned the Maya civilization what unique nickname from western scholars? *(A: "Greeks of the New World")*

4. How many ancient Mayans may have lived in the region during the Classic Period? *(A: 10 million)*

5. Name the three staple crops of the Maya. *(A: Beans, squash, corn)*

6. At the end of the Classic Period, to what modern Mexican peninsula did many Mayans flee? *(A: Yucatan)*

7. What two important elements of Mayan success began to be reduced as the civilization began to decline? *(A: Farmers and forests)*

8. Name two ways in which large amounts of wood were consumed by the Maya. *(A: Farming methods, burning wood to make plaster)*

9. Along with wood, what other material was needed to make plaster? *(A: Limestone)*

10. Name two ways in which the Maya used plaster. *(A: Coating building exteriors, lining reservoirs of water)*

11. Why were there fewer farmers by 800 and 900 CE? *(A: They had gone into cities for other work.)*

12. How did cutting down the forest affect reservoirs? *(A: Without trees to hold soil, erosion helped fill reservoirs.)*

13. What natural resource was used as currency by the Mayans? *(A: Cacao beans)*

14. What was the major cause for more deadly forms of warfare in the Mayan civilization? *(A: Food shortage for growing populations)*

15. According to the text, what was the most important reason for the decline of the Mayan civilization? *(A: Overuse of available natural resources)*

1. Yearlong drought. Lose one section of land.

2. Not enough farmers available to produce needed food. Lose turn.

3. Neighboring city-state overruns your land. Give one section of land to the nearest neighboring city-state.

4. Reservoir has gone dry. Lose one section of land.

5. Barren hillside collapses into reservoir. Lose turn.

6. No further land available for agricultural use. Lose turn.

7. Swamp successfully drained by digging canals. Take one section of land.

8. Rich soil gained from draining swamp boosts amount of available land. Take one section of land.

9. The warriors of your city-state have seized land from a neighboring city-state. Take one section from your nearest neighbor.

THE LAND OF THE MAYA

	TIKAL	CARACOL	
	BONAMPAK	COPAN	
	PALENQUE	CALAKMUL	

VANISHED VINLAND?

Focus Question: What was Vinland and where was it located?

Objectives: Students will be able to:

1. Use text and map clues to identify what Vinland was and its approximate location.
2. Describe why the Vikings traveled to Vinland and what they may have found there.

Materials Needed:

- Copies of Handouts 16 and 17 for all students.
- A plastic twist-tie (found on bread wrappers) and colored pencil or large-colored marker for each student.
- A transparency made from the map in Handout 17 and an overhead projector.
- A large pull-down map of North America would be helpful but not absolutely necessary.

Preparation: This activity should be used during a unit on Viking exploration.

Procedure:

1. As individuals or in learning teams, have students read Handout 16 and answer the questions in written form.

2. Allow time for small group and/or whole class discussion of the answers to the questions:

   1. *Timber; it would be used to build ships and homes.*
   2. *Butternuts and wild grapes were found as well.*
   3. *The inability to communicate with the natives, the Vikings trespassing on the native land, and the Viking superstition about forest spirits led to the conflict.*
   4. *According to this text, the mixed first impressions came about as the land was rich in resources that the Norsemen valued (trees, grapes, nuts) yet it was inhabited by people strange and hostile to them.*
   5. *Viking navigation from Greenland to Newfoundland (L'Anse aux Meadows) was limited to about two months during mid-summer. That trip by itself was several weeks long without another week's travel to the south. The confined*

sailing season, the sparse population in Greenland, and the inhospitable reception from the natives worked against a permanent settlement.

3. Encourage students to speculate on why most of Europe was unaware of the Viking explorations of North America. Explain that, with the Vikings' notorious reputation as plunderers, the less Europeans saw of the Vikings, the better they liked the situation. Furthermore, the *Saga of the Greenlanders*, an account of Leif Erikson's foray into Vinland, wasn't written until several hundred years after the event. In addition, the account was written in Iceland, which was also isolated from much of Europe. Those who may have heard the sagas weren't impressed enough to pursue the old Viking routes since there was no mention of gold.

4. Ask students: From any of your past studies or readings on the Vikings, do you have an idea what "Vinland" was and where it was located? Take time to field possible responses from the class. (Use the pull-down map of North America if it is available.)

5. Distribute Handout 17 and review the instructions on the sheet with the students. (For this portion of the activity, cooperative learning teams are recommended, as some students will need more assistance in utilizing the clues, and consultation with team members and the resultant discussion will be helpful for them.) Students should use the "twist-tie" to assist them in calculating the travel distance along coastal regions, as the tie bends easily but does not lose its shape like string or yarn. It can then be straightened, marked, and compared to the map scale bar.

6. Systematically review all the clues in whole class discussion. Solicit responses from various teams while using the overhead transparency of the Handout 17 map. This should allow for further reinforcement of the logic and map skills required to successfully complete the task. (*Students should shade the area from northeastern New Brunswick to approximately Cape Cod on their maps.)*

7. Ask students what kind of evidence archaeologists would have to uncover to give a more precise location of Vinland (beyond what is known of the L'Anse aux Meadow location)? (*Archaeologists would have to find remains of dwellings, such relics as tools and weapons, and perhaps human remains all within a geographic area consistent with the growth of wild grapes and butternuts in order to pinpoint a more exact location of Vinland.)*

Extension:

Time permitting, teams could try to communicate to the rest of the class without using language (i.e., present charades) to simulate the Vikings' dilemma with the natives. Possible charades might include:

The test in science was very hard.
We're playing dodge ball in gym today.
How many of you are going to the dance on Friday?
The football team will return this evening by bus around 7 o'clock.

Teacher Background Information:

From about 985 to about 1000 CE, a tiny cluster of sod houses on the northernmost point of Newfoundland comprised what may very well have been the only significant Viking settlement in North America. Having navigated westward from their home settlement in Greenland along the coast of Baffin Island (Helluland or "Stone Land" as named by Leif Erikson), then in a southeasterly course along the coast of Labrador (Markland or "Tree Land" for the short pines Erikson found there), the Norsemen set up what appeared to be a base camp of sorts at L'Anse aux Meadows. The camp housed fewer than 100 people, most of whom were sent out on trading or reconnaissance missions for valuable timber resources. With only 1,000 people in the Greenland settlement, expeditions to North America never amounted to more than extended family adventures.

Several series of Viking sagas describe the half-dozen or so expeditions into North America. These sagas were written 200-300 years after the fact and they are sometimes confusing. Archaeologists and linguists have had to employ personal interpretations, resulting in any number of theories as to the exact location of Vinland. These theories suggest the settlement may have been as far north as L'Anse aux Meadows or as far south as the Carolinas. L'Anse aux Meadows, being the only excavated site on the continent, holds sway with one segment of scholars as the original Vinland. Then again, wild grapes and butternuts were never indigenous to this area. The sagas are adamant about the existence of wild grapes in Vinland, and butternut shells were found in the trash middens at L'Anse aux Meadows, making a case for the clues presented in Handout 17.

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FIRST IMPRESSIONS

In the latter years of the first millennium, Viking explorer Leif Erikson led a longship and crew to an uncharted beach somewhere along the northeast coast of North America. According to the Saga of the Greenlanders *(a written account of the oral history of the Vikings), it was the second of six Viking excursions into North America. Erikson and his men were attracted to the shore by the towering hardwood trees, prized timber for ships and homes. In this fictitious account, their coming was watched with keen, though invisible, eyes from the depths of the forest.*

The dense forest was more than Leif and his men could have hoped for. Here were fine specimens of maple, oak, birch, and butternut trees, most over 50 feet high. Unexpectedly, wild grapevines were attached to many of the trunks. Some men, led by the impetuous and superstitious Bjarne, immediately went to sample the fruit of the vines. Their smiles signaled that more than just timber would be loaded on this visit. Leif was duly impressed and decided to name the place, "Vinland," meaning "wine land." (Some translations have referred to it as "vine land.")

The men dispersed. Some used their broadaxes to fell and limb maple and birch trunks. Others picked grapes while the remaining men gathered the additional treat of fallen butternuts. With autumn soon to be upon them, they dared not waste any of the bounty the gods had blessed them with this day.

Under the forest canopy, busy hands belied wary eyes. Many of the men, especially Bjarne, were by nature leery of forest spirits in strange lands. These specters could take the form of any animal *or human*. There was no way of determining whether a physical form was spirit or flesh unless it was proven that it bled red. Leif, aware of his men's apprehensions, had been keeping his eyes peeled upon the shadows within the woods.

On the morning of their second day at the site, the shadows of the forest came to life as men with copper skin and tattoos of white and black emerged. They wore garments of skins and furs and carried spears and bows made of sapling wood. The natives numbered about two dozen, the same as Leif's crew. They walked to the edge of the Viking camp, and their leader approached the Norsemen on his own.

In unintelligible tones, he spoke in an agitated manner, using his hands and arms to communicate. Leif, by this time directly in front of the native leader, tried unsuccessfully to reply. Supposing the forest dwellers were outraged by his men's trespass, Leif tried to say that his men would trade for the trees, nuts, and grapes they had gathered. It was a bold attempt to stall for time, for he knew full well that he had not brought any trade goods along.

Meanwhile, all of Bjarne's pent-up superstition burst from him with a great yell. To determine whether the tattooed men were mere mortals or forest ghosts, Bjarne took a swipe at the native leader with his broadax and opened a deep wound in the chief's shoulder. A crimson stream poured forth. The leader's companions howled with anger and unleashed a barrage of spears and stone-barbed arrows at the stunned Viking party. Yes, they were mere men, but they fought as if possessed by demons.

Leif rallied his men to charge the natives. With axes, close-in fighting favored the Norse. In minutes they were able to drive off the natives, whom the Norse would refer to in the future as *skraelings*, or "wretched ones." The timber logging was halted. Fearing an even larger retaliatory raid, Leif had his men finish loading what had already been prepared for the homeward journey to their base camp to the north. Vinland had given the Vikings mixed first impressions.

Questions

1. What resource were Leif and his men seeking on this trip? How would it be used?

2. What other resources did the Vikings find?

3. Name three contributing causes for the conflict between the natives and the Norsemen.

4. How had Vinland given the Vikings "mixed first impressions"?

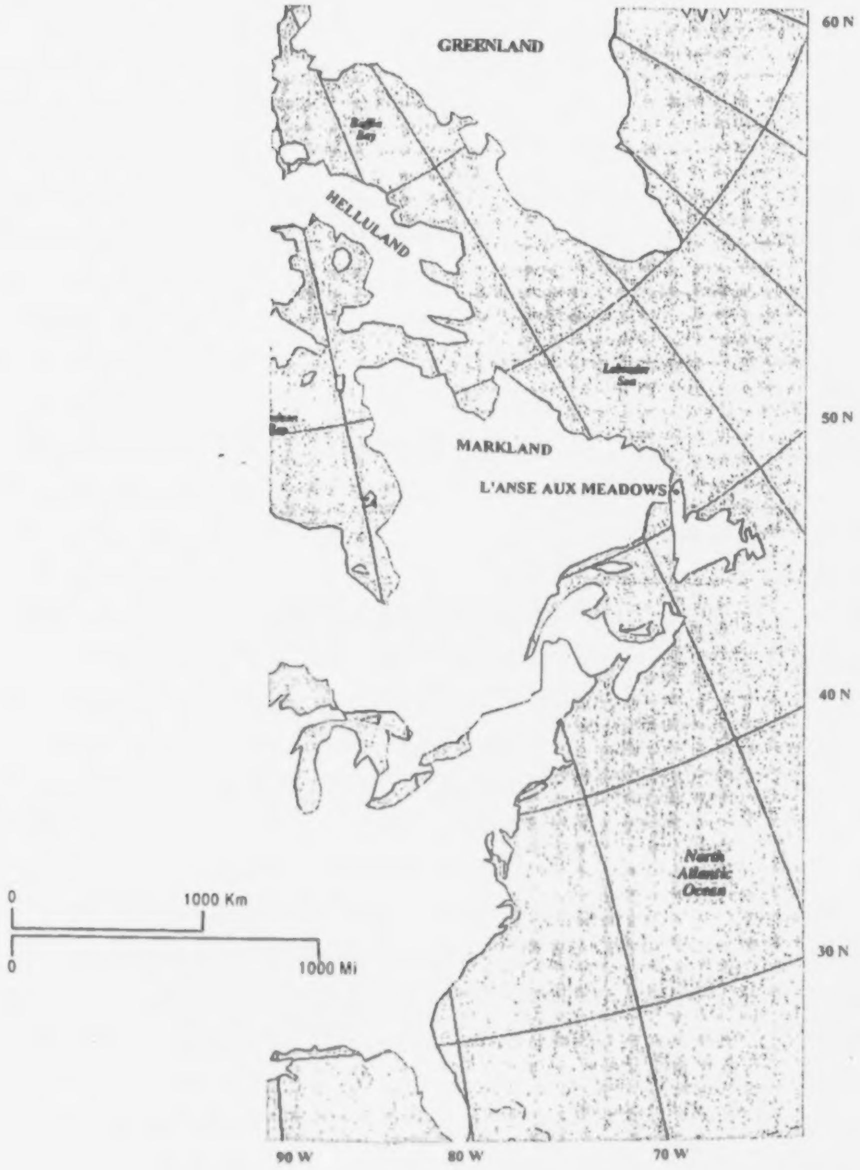
5. With all of Vinland's natural resources, why do you believe the Vikings never returned to make a permanent settlement there?

WHERE IS VINLAND?

Archaeologists have debated the location of Vinland for a number of years. In 1960, Norwegian archaeologists Helge Ingstad and Anne Stine excavated the only known Viking settlement ever found in North America at L'Anse aux Meadows in Newfoundland, Canada. Ingstad and Stine claimed this settlement was Vinland. Other scientists say L'Anse aux Meadows was not the base camp referred to in "First Impressions" because it never had hardwood forests and wild grapes.

Use the archaeological clues given below, the map of northeastern North America, and a colored pencil or marker to shade in the area on the map where other archaeologists believe Vinland may have been located.

1. It was a coastal area.
2. The northern limit of wild grapes that Leif referred to was about 48° N latitude.
3. The southern limit of valuable salmon fishing mentioned in association with Vinland was about 41° N latitude.
4. Vikings favored sailing along the coast if possible.
5. One could sail from L'Anse aux Meadows to Greenland only from mid-July to mid-September.
6. It took two weeks to sail one way from southern Greenland to L'Anse aux Meadows along the coast of Labrador (Markland).
7. In order for the Vikings to return to Greenland in the limited sailing season, some archaeologists believe the Vikings could only have traveled another 600 miles south beyond L'Anse aux Meadows to gather timber and grapes. Others believe they could have traveled twice that far.


GREENLAND
Baffin Bay
HELLULAND
Labrador Sea
MARKLAND
L'ANSE AUX MEADOWS
North Atlantic Ocean
60 N
50 N
40 N
30 N
90 W
80 W
70 W
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THE CHILDREN'S CRUSADE

Focus Question: How did the Children's Crusade arise, and what happened to its participants?

Objectives: Students will be able to:

1. Explain the origins of the Children's Crusade and the fate of those children who were involved.

2. Use latitude and longitude skills to plot the Crusaders' tragic journey.

Materials Needed:

- Copies of Handouts 18 and 19 for all students.
- Several computer-made signs reading "FREE ICE CREAM TOMORROW."

Preparation: This lesson should be presented after instruction on the first two Crusades (the Nobles' Crusade and the Kings' Crusade). Three or four days before the lesson, secretly post the numerous signs promoting "free" ice cream throughout portions of the school frequented by your students (i.e., the hallway outside your classroom, other classrooms within your teaching team, etc.). Doing this task after school hours would probably be best. (***Note***: Be sure you have secured permission from your building principal and the cafeteria staff if necessary. Communication among staff is essential. While nothing is actually being given away, the administration and cafeteria need to be informed enough to at least be able to say in all sincerity to students, "I (We) have no knowledge of any such offer." If students ask you about the giveaway, reply noncommittally: "I wasn't aware of any free ice cream giveaway," "The sign says tomorrow," or "That sounds interesting."

Procedure:

1. At the start of the lesson, ask students what they knew about the ice cream giveaway. Were you looking forward to it? Who was sponsoring it? When, where, and how were you going to get the ice cream? Were you sure it was going to happen? Why did you believe there would be ice cream?

2. Pass out Handout 18. Have students read it individually and answer the questions. They may discuss their answers in small groups before whole class discussion begins. With the help of the **Teacher Background Information**, explain how the Children's Crusade was made of two basic elements, one German and one French. The vignette realistically portrays the fate of the French contingent of children, eager to

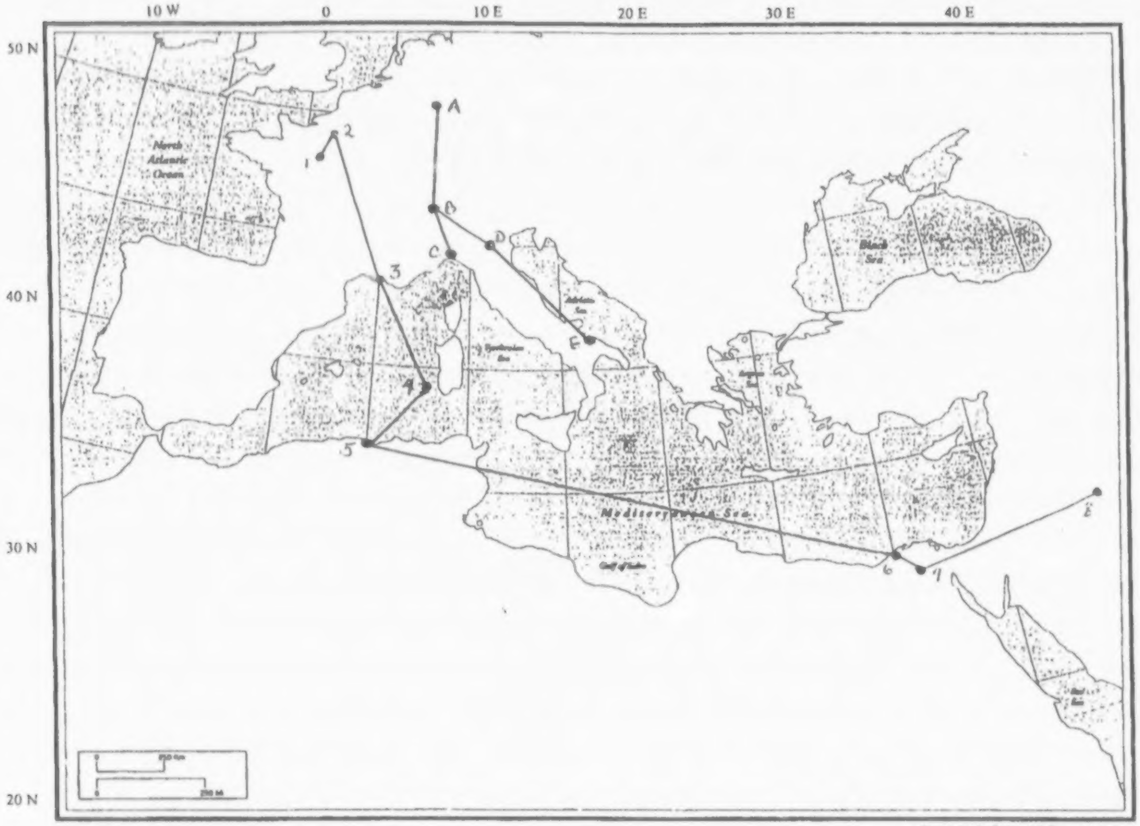
serve God, yet treacherously sold into a lifetime of servitude. Answers to the questions are:

1. *Pierre was on his way to Palestine in order to win back Christ's tomb from the Muslims.*
2. *Porcus and Ferreus, owners of the ships, delivered the children into the hands of Arab slavers.*
3. *The ships stopped for no apparent reason in mid-sea; there was no struggle between the slavers and the crew of the children's ship; Monsieur Porcus had given the final hand wave to begin the transfer of the children into Arab ships.*
4. *Greed was the apparent motive.*
5. *Answers will vary. However, due to primitive modes of transportation and communication in the Middle Ages, chances are very good that no one in France was aware of the fate of the children for many years. One of several hundred priests who had accompanied the children on the disastrous voyage was eventually freed by his Egyptian master. He made his way back to France 18 years after the harrowing experience had begun and reported the events. One report indicates that Porcus and Ferreus were executed several years after selling the youths into slavery when they were caught in a plot to kidnap Emperor Frederick of the Holy Roman Empire in order to turn him over to Muslim leaders.*
6. *Answers will vary. Slavery, in one form or other, still exists, although illegally. In the Sudan, that nation's recent civil war has seen the enslavement of Christian sects in southern Sudan from rival northern forces. "Sweat shops"—dank, overcrowded, garment-making facilities where children are paid pennies for 12- to 14-hour work days—exist in various poverty-stricken areas of the world including Central America and Southeast Asia.*

3. In small, cooperative learning teams, have students plot the locations of the various events of the Children's Crusade. By connecting the numbered latitudinal/longitudinal points, students will be able to follow the disastrous route of the juvenile crusaders. (See map key.)

4. Students will be as incredulous about the fate of the children of the crusade as they will be about the free ice cream hoax. Use the discussion in Step 1 as a basis for reviewing the events surrounding the start of the Children's Crusade. (See **Teacher Background Information**.) Be sure to point out that in the Middle Ages almost no one outside the Church could read. People rarely traveled five to ten miles beyond where they were born. With little organized government, travel was perilous. Since people couldn't read the Bible for themselves, a vision was a blessing that was not questioned unless one wished to open oneself to charges of heresy! Someone claiming a vision had instant credibility (just like a sign hung on school walls supposedly would be believable).

5. Ask students: What possible sources of evidence might have existed to corroborate the final destination of the children? *(There is at least one account of a priest who, given his freedom by an Egyptian emir, made his way back to Europe and explained that about a quarter of the captives were shipped to Algiers while he and the rest ended up in Egyptian slave markets. From there others were taken east to Baghdad. Other possible, al-*


10 W
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20 N
North Atlantic Ocean
Black Sea
Adriatic Sea
Tyrrhenian Sea
Aegean Sea
Mediterranean Sea
Gulf of Sidra
Red Sea
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though not verified, sources would be written accounts from Arab slave buyers of the period.)

Extension:

Interested students could research modern slavery. Where does it exist? How does it exist? What agencies combat slavery, and what methods do they employ?

Teacher Background Information:

In the late spring of 1212, a 12-year-old shepherd boy, Stephen of Cloyes in France, was convinced he met Jesus in a field. In his vision (accounts suggest a zealous priest dressed as Christ may have prodded this event), Stephen was told by Jesus to gather the children of France in a crusade to Jerusalem. There, they were to conquer and convert the Moslems holding the holy shrines of Christendom, not with weapons, but with their hearts' love and joy. Stephen, being bright and articulate, convinced more than 30,000 French children, average age 12, to join him in mid-July of that year for a several-week trek to the southern port of Marseilles. There they fully expected the Mediterranean Sea to be parted by God so they could march eastward to Jerusalem.

When the sea didn't cooperate, two apparently pious merchants offered their seven ships to transport the remnants of Stephen's band, some 5,000 children (with several

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hundred priests), free of charge. After several days at sea, during which two ships sank in a storm, merchants Hugo Porcus and William Ferreus turned their human cargo over to Arab slavers near Sardinia. The remaining 3,500 children ended their lives as slaves strewn about from Algiers in the west to Baghdad in the east.

When word of Stephen's vision made it to the Rhineland (the southwestern portion of Germany today), an enterprising father with a precocious 12-year-old son was able to convince his boy of a similar vision and crusade. Nicholas, the boy in question, led one of two separate parties of 20,000 German children each over the Alps into Italy. Ravaged by Alpine terrain, desertions, and disease, barely a quarter of the original number made it into Italy. Once there, they too expected the sea to part. When it didn't, some of these children remained in Italy to start new lives, some were enslaved in eastern Italy, and some were shipped off to the Holy Land from southern Italy never to be heard of again.

The offer of "FREE ICE CREAM TOMORROW" to initiate this lesson attempts to simulate the buzz of anticipation that went out with Stephen of Cloyes' vision. The ice cream offer is pure hype—so inviting, yet always a day away. While the children's motives in this crusade were sincere, they were apparently manipulated by adults with their own agenda. The previous Fourth Crusade had been totally secular in nature, as Venice enlisted mercenary crusaders to ransack eastern cities including Constantinople. The virtue of the Children's Crusade was seen by some church officials as the required antidote to successfully retake Jerusalem from the Moslems. What little evidence remains suggests that the "visions" of Stephen and Nicholas were fraudulently induced by others. (When the straggling, haggard survivors of Nicholas's crusade returned to the Rhineland, his father was sought out and executed!)

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BETRAYED

Twelve-year-old Pierre Maison had enthusiastically joined the trip to the Holy Land to help free Christ's tomb from the Muhammedans (Muslims). A month earlier, at the end of July 1212, he and 30,000 other French children had abruptly left their homes and blindly followed a young shepherd boy, Stephen of Cloyes. Stephen claimed to have had a vision of Jesus commanding him to gather the children of France to travel to Palestine on such a crusade. It would be a mission where love would conquer hate, where devout faith would triumph. Who would be able to resist the faith of the children?

Stuffed in the dark hold of the small, Palestine-bound ship, Pierre had been tossed about with the rest of his comrades as a storm had raged last evening. Numerous pilgrims had the contents of their stomachs involuntarily deposited on the oak plank bottom of their dank quarters. Between the queasiness of his stomach and the perpetual bawling of the younger crusaders, Pierre had been unable to sleep and so was aware that the ship had suddenly dropped anchor shortly after the storm subsided.

As he began to doze off, wistfully imagining his presence near Christ's tomb, crewmen came below deck. With loud shouts, they mustered the nearly 700 bodies on deck. In the flickering dawn, Pierre emerged onto the deck. Strangers with dark features and curved cutlasses were interspersed with the crew, but there was no sign of conflict. The children, seemingly as one, looked to their protectors, Messieurs Porcus and Ferreus, in a silent plea for explanation. None would be forthcoming from those two scoundrels. A wave of Porcus's hand signaled life-long torment for the innocent children. The rough strangers forced the youths into waiting rowboats. Not caring whether siblings were separated or not, the sailors alternated boatloads of their human cargo to a string of three ships due east of the crusader ship.

Pierre had heard tales of Arab slavers from Parisian storytellers who had claimed to have escaped. For the first time, he actually began to believe the stories. His rowboat was one of the last ferried to the slave ships. In all, 3,500 children from five ships were summarily dropped off to their doom in the middle of the Mediterranean.

The wide-eyed apprehension of Pierre's comrades in the rowboat gave way to wailing when they came within earshot of the slaver's whip cracking upon the new vessel. Despairing thoughts crowded Pierre's mind as he was jostled onto the deck, shackled by the ankles, and led into the depths of the hold. "How could this be? Christ will not desert me now. Will I ever see home again?"

"Is this truly the will of God Almighty?" another boy cried out amidst the confusion.

With surprising calm, Pierre assured the boy, "It is not the will of God, it is the greed of Porcus and Ferreus."

Questions

1. Where was Pierre going? Why was he going there?

2. What did the strangers want? Who helped them in their plan?

3. What clues tell you that this action was planned out by both sides?

4. What was the apparent motive of Porcus and Ferreus?

5. Do you think Porcus and Ferreus got away with this evil deed? If so, what conditions of the era would have helped them hide their actions?

6. Do you think slavery still exists today? If so, where?

CHILDREN'S CRUSADE MAP EXERCISE

Find each latitude and longitude coordinate given and label it with the number or letter of the event. Then connect the numbers and letters to show each group's route.

Events in the French Children's Crusade

1. 48° N, 1° E Shepherd boy, Stephen, has a vision near his home of Cloyes, France.
2. 49° N, 2° E Stephen travels around France to promote a crusade of children.
3. 43° N, 5° E Of the 30,000 children who begin the crusade, 5,000 arrive in Marseilles, where they believe the Mediterranean Sea will part.
4. 39° N, 8° E Two of seven ships sink in a storm. The 3,500 children from the remaining five ships are placed on Arab slave ships.
5. 37° N, °5 E About 1,200 children are sold as slaves in northern Africa.
6. 31° N, 30° E More than 1,000 children are sold as slaves to the governor of Egypt.
7. 30° N, 31° E Some children and most of the several hundred priests are sold in Cairo.
8. 33° N, 44° E After an overland journey during which they traveled through their original goal of Jerusalem, the remaining children are sold as slaves in Baghdad.

Events in the German Children's Crusade

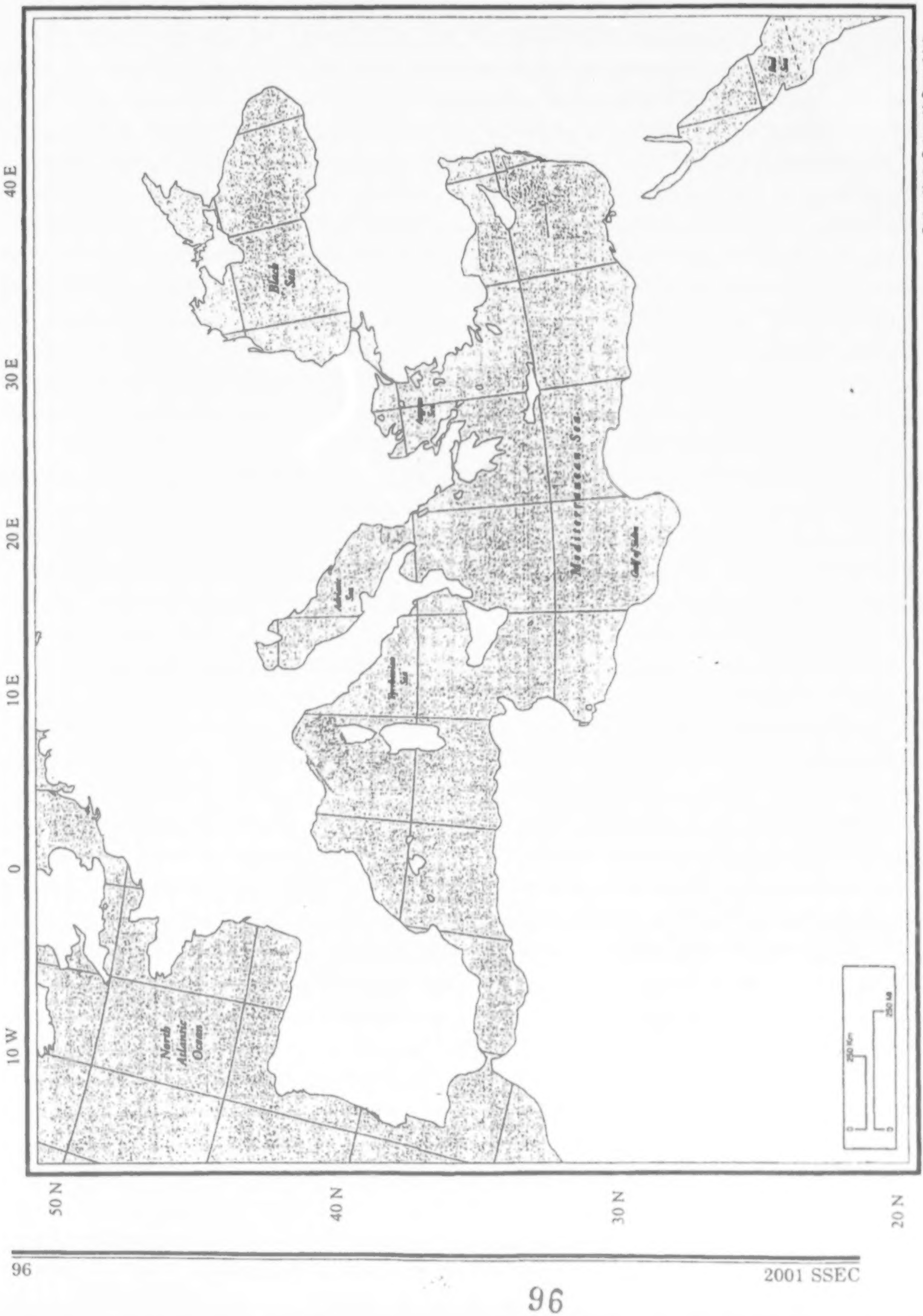
A. 51° N, 8° E Nicholas begins his Children's Crusade on the Rhine near present-day Cologne, Germany. There are two separate groups of 20,000 children each.

B. 47° N, 8° E Both groups lose thousands to desertions, freezing cold, and disease as they cross the Alps.

C. 44° N, 9° E Only 3,000 of Nicholas's group arrive in Genoa. They go their separate ways from there. Nicholas's whereabouts are never recorded again.

D. 45° N, 11° E The other German group has only about 2,000 children remaining as they meet hostile Italians in northeast Italy.

E. 41° N, 16° E The last remnants of the second German contingent are advised by an Italian bishop to give up their quest. Some try to return home. Others sail away never to be heard from again.


40 E
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10 W
50 N
40 N
30 N
20 N
Black Sea
Aegean Sea
Mediterranean Sea
Adriatic Sea
Tyrrhenian Sea
Gulf of Sidra
North Atlantic Ocean
Red Sea
250 Km
250 Mi

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THE BLACK DEATH

Focus Question: What caused the Black Plague?

Objectives: Students will be able to:

1. Identify the cause of the Black Plague.

2. Cite characteristics of life in the Middle Ages that allowed the spread of disease and the contamination of water supplies.

3. Make inferences about factors that could help prevent diseases today.

Materials:

- Copies of Handout 20 for all students.

Preparation: This lesson should be used in a unit on living conditions in the Middle Ages.

Procedure:

1. Ask students if they are familiar with the nursery song "Ring Around the Rosy." What is this song about? Most students probably will have no idea what the words actually mean and will be surprised to learn that the song was created during the Black Plague in the mid-14th century and was originally a dreaded tale of woe. Use the following information to explain the words:

> *Ring around the rosy* (The initial symptom of the bubonic plague was a rosy-colored ring on the skin.)
>
> *Pocket full of posies* (People believed that foul air brought on the plague, so they carried posy petals, other flowers, and perfumes to freshen "bad air.")
>
> *Ashes, ashes* (These words evolved out of "Achoo, achoo." Sneezing was one of the last tell-tale symptoms that the plague had you in its grip.)
>
> *We all fall down.* (People literally dropped dead.)

2. Tell students that they will be learning more about the Black Plague in this lesson. Distribute Handout 20 and have students read the story and answer the questions.

3. In teams, have students compare and discuss their answers. Team members should brainstorm a list of possible clues to solving the cause of the plague, working through each clue in an effort to choose the most logical cause.

4. Review the questions in a whole class setting and discuss possible plague causes. Answers to the questions are:

   1. *Garbage-strewn streets; unsanitary interior living conditions; raw sewage on the streets; rats; polluted water and air.*
   2. *Blood was dumped into it; sewage was emptied into it.*
   3. *Student answers may vary. The plague is caused by a bacterium. Infected fleas from rats transmitted the disease to humans, and some of the humans carried the fleas to other humans.*
   4. *Their immune systems could not ward off the numerous bacteria to which they were exposed within their environment.*
   5. *Colds and other respiratory infections, hepatitis, and other communicable diseases can be spread through poor hygiene. Washing hands regularly and particularly after bathroom use and before meals is extremely helpful. Regular health check-ups, while not a hygiene practice, also help.*
   6. *Environmentally related diseases today include cancer, emphysema, and other lung-related illnesses.*

6. Ask students if they can identify the single most important contributing factor to the Black Death in London as it was presented in Handout 20. What should that teach us? *(Students should mention the filthy living conditions of medieval London and that we should not only promote a healthy environment in our society, but should also take care to foster healthy personal hygiene habits.)*

Extension:

Handout questions 4 and 5 could serve as springboards for students who wish to pursue modern plagues, such as the ebola virus, which has recently ravaged Central Africa, and AIDS (both of which are viral diseases). Ancient bacterial diseases, such as plague and leprosy, still occur in the world today and may also be investigated. Students may make display boards, oral presentations, and/or written reports of their research results. They could graph the occurrence of these maladies in various parts of the world through selected segments of time. Finally, Venn diagrams could be made to compare and contrast two or more of the diseases.

The tale of the Pied Piper of Hamelin, while occurring 60 years before the Black Plague, also concerns the consequences of plague and disease. Students could research the plot of the Pied Piper (which is centered on various factual events entwined with some legend) and create an illustration (comic) strip about the story.

Teacher Background Information:

What caused the death of over one-fourth of Europe's population in the 14th century? The Black Plague (or Death) was a pandemic that came out of central Asia into Africa and beset Europe between 1347 and 1353. One-quarter of Europe's population died due to the bacterium that was spread by fleas carried about by infected rats. With personal hygiene in an abysmal state, flea bites were a common annoyance and the unknown agent of death. Traders and religious travelers on pilgrimages carried it from town to town.

Without any knowledge of viral or bacterial infections (which weren't identified until the latter half of the 19th century), medieval people were left to conjure up ineffective potential cures, such as bleeding an infected person. "Preventive" measures were also used; these included killing all cats and dogs in a village or whipping oneself for 33 days to remove the sin in one's soul, which might cause the disease. (Thirty-three days coincided with the number of years Jesus lived on earth.)

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A FOUL LIFE

Henery Norton was tired, dirty, and depressed. As a sewer worker in London during the late 1340s, Henery had engaged in some distasteful work, to say the least. He was returning to his family's small hut near the River Thames on the east end of the city after working for Lord Marlboro for the past several days.

On his way home, Henery methodically tramped through the garbage-laden street, heaped with food scraps, animal intestines thrown out by the butcher, dirt, and human waste. His mind wasn't on his route, but on his children. Eight-year-old Edward and beautiful six-year-old Mary had apparently been actual blessings from God, as they survived beyond their first five years of life—a feat half of London's children did not accomplish. Henery was proud that he could offer his children at least meager support, unlike common beggar children who sometimes had their limbs broken and deformed by their parents in order to gain sympathy from rich passersby. When Henery had left a week ago to earn much needed money at Lord Marlboro's, his children had both been taken ill by the mysterious sickness only known as the "Black Death," which had already taken numerous lives in and about London. The fact that some had recovered from the disease offered Henery some hope that his children would have been spared.

Henry kicked a rat out of his way as he turned into Ebbgate Lane close to home. The narrow street had been closed for a while recently because a man had built his privy shaft so it deposited its smelly contents directly onto unsuspecting pedestrians. A jury had decided the privy must be closed. Henery had no such luxuries in his humble hut. Along with his wife and children, an old cow and a donkey lived in his one-room shanty. Amongst the straw-dirt floor lay remnants of encrusted animal waste, bones, grease, and food scraps. His privy was a bucket, his sewer the streets or the river.

The last establishment he passed before home was the barber, where many an ill person was bled to remove the sickness from them. The barber followed the law of London requiring that all blood removed by barbers be promptly placed into the River Thames. The last hurdle for Henery was another rat standing on its hind legs seeking entrance outside his door. Henery gave it a violent kick with his boot, sending the rat crashing into a stone wall across the street, where it fell limp and lifeless.

Mary was dead. She had succumbed to the evil disease two days after Henery had left. She had been buried quickly in a large pit with other plague victims. Edward had survived and seemingly was regaining his strength. The news was bittersweet. Henery tearfully wondered whether it was London's bad air, poisoned water, or just the will of God that took his little Mary. Henery held Edward so close to him that he just about squeezed the life out of the poor boy right then and there on the straw bed.

Catherine, Henery's dutiful wife, served his evening feast of turnip stew before they both retired for the night. Their last waking moments of this particular day were spent scratching the itchy flea bites on their ankles. Living with livestock was burdensome.

Questions

1. Name five health hazards of medieval life depicted in this story.

2. Name two ways water was polluted in medieval times.

3. Based on this story, what do you think was the cause of the "Black Death"?

4. Why do you think so many children died before the age of 5 in medieval London?

5. Today, what diseases can be spread by poor hygiene? What simple hygiene practices can prevent the spread of these diseases?

6. What diseases today are caused by environmental pollution?

THE QUEST FOR TIMBUKTU

Focus Question: Where was Timbuktu and why was it so notable?

Objectives: Students will be able to:

1. Employ various map and research skills to pinpoint the location of Timbuktu and identify the routes of various explorers who sought it out.

2. Explain the reasons for Timbuktu's loss of prominence.

Materials Needed:

- Copies of Handouts 21 and 22 for all students.
- Transparency of the Answer Key for Handout 22.
- One box of salt.
- One bag of gold-foiled chocolate candy pieces.
- Two or three paperback books (with titles of interest to students in the class).
- (optional) A copy of the *Holy Bible* or the *Koran*.
- One twist-tie (lighter colored, long ones from a box of large trash bags work best) per student team.
- Access to Internet sources

Preparation: Based on the time available for the activity, decide how you want students to share the research conducted in Step 6 of the **Procedure**. Some of their research will be presented on the map, but other information could be conveyed through hypothetical journal entries for a number of days based upon the explorer's experiences, oral presentations of their findings imitating a possible review of the explorer's findings for his sponsoring organization, or a visual display including sample journal entries, the map depicting the route taken, illustrations of adventures from the expedition, and other information.

Procedure:

1. Place the salt, a pile of the gold-foiled chocolates, the books, and the *Holy Bible/Koran* (if you are using it) on a table or desk in the front of the class where all items are plainly visible. Ask students: If you could select any one item on this table, which would you pick? So that some students aren't swayed by what others choose, have students write their selections on scrap pieces of paper and collect the makeshift ballots.

2. Tally the choices on the chalkboard. Discuss the results (which, more than likely, will evidence the class's sweet tooth). Discuss the reasons why a particular item held more appeal than the others.

3. Ask the class: Have you ever heard of a place called Timbuktu? Does anyone know anything about it? (*Accept all responses.*) Explain to the class that each of the items on the table represents a valuable commodity in the medieval Islamic city of Timbuktu—exactly what the items represent will be revealed in a reading students are about to receive.

4. Distribute Handout 21 and have students silently read it and answer the questions.

5. Have students pair off and check their answers. Subsequently, have each pair review responses with another pair. Begin whole class discussion by relating the classroom symbols of trade and life within Timbuktu with information found in the text. (*Chocolate = gold; salt = salt; paperbacks = books; the* Bible *(or* Koran*) = the importance of religion)* Finally, allow for whole class discussion of the six questions:

1. *Europeans were interested in the reported gold and riches of Timbuktu.*
2. *The phrase refers to the fact that Timbuktu is situated where the Sahara Desert ends just north of the Niger River, a location extremely advantageous for the trading of salt.*
3. *Salt was shipped on camel caravans from the desert 500 miles north of Timbuktu. In Timbuktu, gold and slaves from the Kingdom of Ghana to the south would be exchanged for the salt. This trade helped secure wealth for Timbuktu.*
4. *Education was the real wealth of Timbuktu. The more than 150 schools and three universities indicate the high value placed on education. In fact, the highest prices in the marketplaces of Timbuktu were placed on books.*
5. *As the Portuguese started trading posts on the coast, the exchange of slaves and gold shifted from Timbuktu to the coast, eliminating a major source of wealth.*
6. *Answers will vary. Rene Caillie's description included this dismal phrase, ". . . a mass of ill-looking houses built of earth." Discussion of this final question is a good launch point for the students' research "expedition."*

6. Distribute Handout 22, explaining that each team of four formed through the pairings in Step 5 will join the expedition of a famous 19th-century explorer of western and/or northern Africa. Assign one of the following five explorers to each team: Rene Caillie, Heinrich Barth, Hugh Clapperton, Alexander Gordon Laing, and Mungo Park.

Go over the directions with the students. It will be the team's responsibility to research the explorer in order to identify goals the explorer had for the trip, companions with whom he traveled, hardships he faced, discoveries he made, and evidence of other cultures that he encountered. Explain the format students are to use for sharing this information. The team will also need to locate the exact route the explorer took to find the mystical city of Timbuktu. On their copy of the Handout 22 map, students are to mark the exact route of their explorer, pinpoint the location (giving the latitude/longitude coordinates) of Timbuktu, and offer the latitude/longitude coordinates of the expedition's origin and the farthest (or most important) destination reached (which in most cases was the end of the journey). Students should use the twist-tie and the map scale to calculate the distance traveled for their explorer. (Twist-ties work better than string in determining meandering routes, as they hold their shape well.) (***Note:*** For Internet searches, students should use Timbuktu [Timbuctoo] or the name of their explorer for keywords. See **Selected Sources** for possible web sites. Also, Heinrich Barth's winding trail will be the most difficult route for students to plot. Have an advanced group of students tackle his expedition.)

7. Use the transparency you made of the answer key map to check each team's approximate location of Timbuktu and their explorer's route by aligning the transparency of the map key directly over the team's map. The following is additional information about the map task useful in assessing students' work:

Timbuktu's coordinates are 17° N, 3° W

Explorer Expedition	*Approx. Coordinates for Expedition's Origin*	*Approx. Coordinates for Expedition's End (or farthest point reached)*	*Length of Expedition*
Rene Caillie	*8° N, 13° W*	*36° N, 6° W*	*2,500 miles*
Heinrich Barth	*32° N, 13° E*	*17° N, 3° W*	*6,500 miles**
Hugh Clapperton	*6° N, 3° E*	*13° N, 5° E*	*800 miles*
Mungo Park	*13° N, 17° W*	*9° N, 5° E*	*1,900 miles*
Alexander Laing	*32° N, 13° E*	*17° N, 3° W*	*1,600 miles*

**Barth actually covered about 10,000 miles in his five years of travel. However, this map can only show his general route, which was about 6,500 miles.*

8. After the research projects have been concluded and shared, use the following questions to provide closure:

- Where was Timbuktu located? (O*n the southern edge of the Sahara in West Africa in present-day nation of Mali)*
- Why was it an important city in its region? (*At one time it was the leading trade center in sub-Saharan West Africa dealing in salt, gold, and slaves. It was also a major cultural center where the study of Islamic religion was very important.)*
- Why did Timbuktu decline in importance? (*European trading posts on the coast circumvented much trade in gold and slaves that had previously gone through Timbuktu.)*
- Why had Europeans been so eager to locate Timbuktu? (*They viewed it as a legendary city of gold and great riches. They wished to establish trading interests in and near it.)*

- Did Europeans find what they expected in Timbuktu? Explain. (*No. There was no city of gold or of rich supplies. Timbuktu was basically a collection of packed earth dwellings with about 10,000 residents.)*

Extension:

An extension topic of possible interest for students is the European infatuation with the stories of gold and riches that supposedly were linked to Timbuktu. Students may wish to investigate tales that early Europeans chased in North America—El Dorado, the Seven Cities of Gold, the Fountain of Youth. From their research, was there any real substance to those stories? Does our modern society get caught up in searches for instant wealth? (*The success of state lotteries and recent game shows such as "Who Wants to be a Millionaire?" would seem to indicate so.)*

As noted in Handout 21, this legendary city is located "where camel meets canoe." The immense Sahara, however, is not a stagnant feature. Have students research how the desert is encroaching upon Timbuktu today.

Student teams could also research the educational systems in modern Islamic nations such as Saudi Arabia, Iran, Afghanistan, Egypt, Turkey, and Algeria. Each team could research one of these nations and make a presentation to the entire class comparing and contrasting their nation's educational system to that which existed for centuries in Timbuktu.

Finally, Timbutku has always been synonymous with out-of-the-way locations. Have interested students research possible means of transportation by which modern travelers could reach the city.

Teacher Background Information:

Having been primed for centuries by legendary stories of the wealth of Timbuktu, Europeans were positioned at its doorstep as the 19th century dawned. Various geographic societies were promoting exploration of the "dark continent," and the French had gone to the extent of offering 10,000 francs to the first Frenchman to offer proof of his arrival at Timbuktu. Although interest in Africa abounded throughout Europe, the British were most keen in securing a commercial/military advantage in West Africa after they had defeated Napoleon. Some Anglo organizations wished to penetrate the interior of Africa in order to help end the slave trade. Meanwhile, native chieftains, suspicious of outside interlopers, and Arab traders, covetous of their centuries-long stranglehold on trade in the region, would prove to be a constant menace to the embryonic ideas of European imperialism.

Although it is a village of only a few thousand inhabitants today, Timbuktu's name remains indelibly linked with mystery and intrigue. The anticipatory set for the activity attempts to make an analogous relationship between material and spiritual components that span the ages as well as two hemispheres. The use of the gold-foiled chocolate, salt, paperback books, and religious scripture is designed to symbolize how vital the gold/salt trade, the thirst for knowledge, and spiritual wholeness were to the people of medieval Timbuktu.

Designed to augment studies on West African history, the research component of "The Quest for Timbuktu" simulates the multinational pursuit for the former capital of the Songhai Empire. Frenchman Rene Caillie, German Heinrich Barth (working for the British), and three Scots—Mungo Park, Hugh Clapperton, and Alexander Gordon Laing—were the five explorers chiefly involved in the chase whom students will investigate. Students within each team might delegate tasks based on talents in mathematics and map skills, art, writing, project coordination (the ubiquitous "taskmaster," if you will), and/or public speaking.

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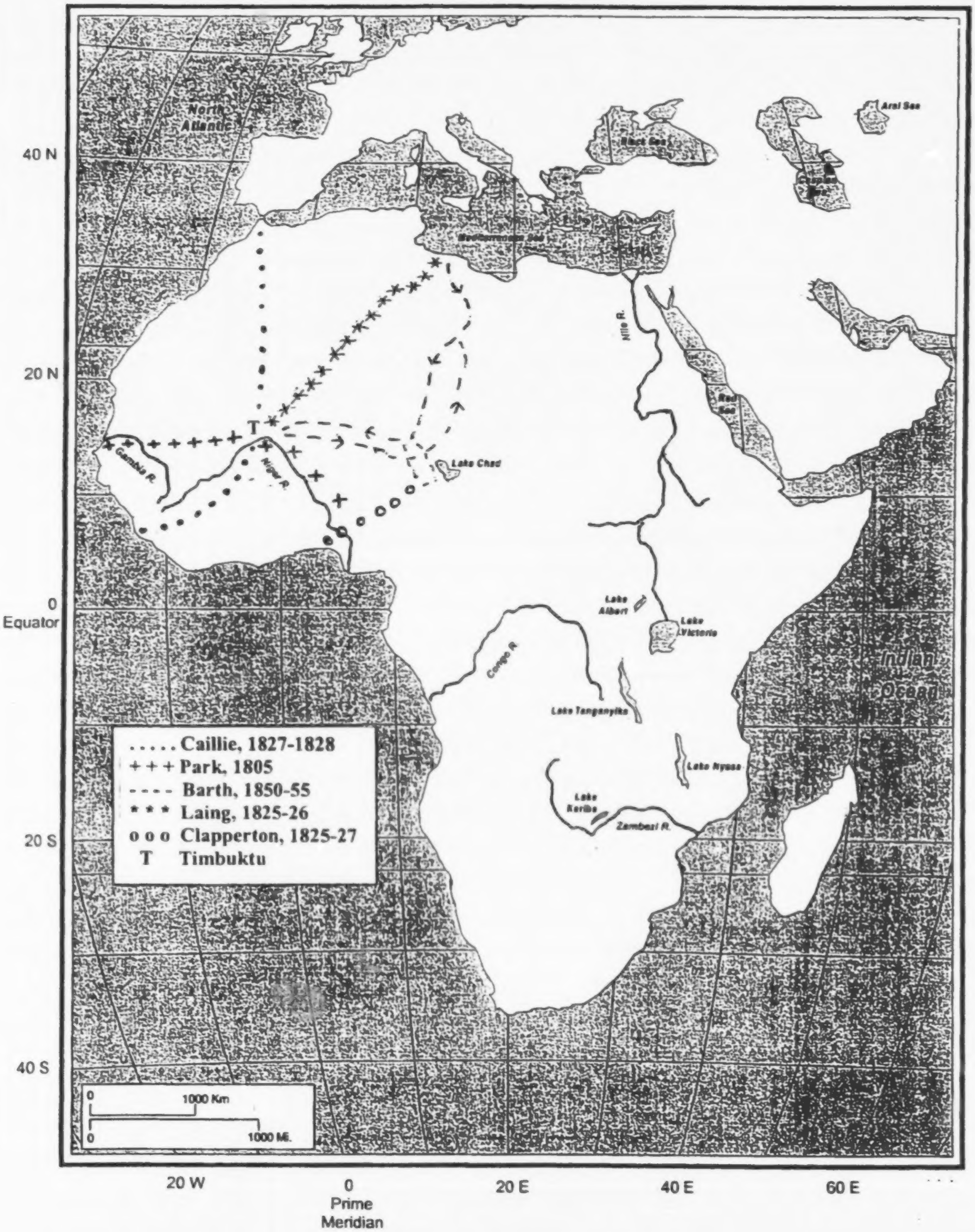
North Atlantic
Aral Sea
Black Sea
Caspian Sea
Mediterranean Sea
Nile R.
Red Sea
T
Lake Chad
Gambia R.
Niger R.
Lake Albert
Lake Victoria
Congo R.
Indian Ocean
Lake Tanganyika
Lake Nyasa
Lake Kariba
Zambezi R.
..... Caillie, 1827-1828
+++ Park, 1805
---- Barth, 1850-55
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T Timbuktu
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Prime Meridian
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TIMBUKTU U.?

Settled in the 12th century, Timbuktu was a major outpost of Islam and the caravan trade in the northwestern part of sub-Saharan Africa. For hundreds of years, Europeans were enthralled with the adventure of traveling to Timbuktu with its purported riches. Moorish traveler Leo Africanus wrote in 1526 about the abundance of gold nuggets in the city's marketplace. Legend held that the city's roofs were plated with gold and that its rivers glistened with the precious metal. The very remoteness of this town, whose houses were actually clay-wattle with thatched roofs, made it synonymous with any place difficult to reach. In fact, no European made it to Timbuktu and back with any form of accurate report until the early part of the 19th century.

Gold was an important part of the economy of Timbuktu, "where camel met canoe." Situated eight miles north of the Niger River (in what today is the nation of Mali) and at the southern fringe of the sprawling Sahara, Timbuktu was a critical junction in the salt trade. Invaluable for sustenance, large cones of salt were strapped to camels to travel hundreds of miles across the desert south to Timbuktu. The equatorial Kingdom of Ghana exchanged gold and slaves for the basic mineral. Centrally located for this pattern of trade, Timbuktu became wealthy as a result. During favorable seasons, grain and livestock were also commonplace, and there was a thriving business and manufacturing community in Timbuktu. By the mid-1500s, Timbuktu had more than 60,000 residents and was renowned for its abundant wealth as the center of the Songhai Empire.

Europeans never realized the value Timbuktu afforded Islamic culture. While Timbuktu was economically well off, it was culture that gave Timbuktu distinction and acclaim from about 1300 to 1700. It was the home of no fewer than three Islamic universities and more than 150 schools. As the West African hub for Muslim pilgrims embarking for their 3000-mile pilgrimage, or *hajj*, to Mecca, Timbuktu became a center for learning throughout these centuries. School curriculum focused upon applying Islam within society. Eventually, it also contained studies in mathematics, history, and map making. Numerous libraries, public and private, were the real treasures to the residents of Timbuktu. Even the most modest of families took learning seriously. The tailor guild, among other craft guilds, founded more than two dozen vocational schools that taught the craft of tailoring cloth and the Islamic way of life.

The most compelling evidence of the devotion to learning in Timbuktu was that among all the export/import business thriving in the region in the 16th century—gold, salt, grain, slaves, cotton cloth, livestock—nothing brought in more wealth than the trade in books! A Moroccan traveler noted this in his journal after sampling many marketplaces within Timbuktu where books from the Mediterranean coast of North Africa constantly fetched the highest prices of any goods available. Any book brought near the city via caravan was searched out by scholars who pleaded with the book's owner to allow them to hand copy the contents.

Gradually, as Portuguese navigation established trading posts along the West African coast, the exchange of European goods for slaves occurred there, and Timbuktu's fortunes went into decline. Still, Europeans reveled in the city's mystic reputation. By the early 1800s, various societies had been formed to promote the exploration of Africa's interior. One offered a reward of 10,000 French francs for the first person to locate Timbuktu and return to Europe to tell about it. Although Timbuktu had lost its luster by the time of first European contact, French colonizers of this part of Africa at the end of that century found two dozen schools promoting the Islamic way of life still in operation.

Questions

1. Why were Europeans interested in Timbuktu?

2. How does the phrase "where camel met canoe" describe the geographic location of Timbuktu and its importance as a trading center?

3. Describe how the salt trade was conducted.

4. To its residents, what was the real wealth of Timbuktu? Explain your answer.

5. How did the Portuguese destroy Timbuktu's economic importance?

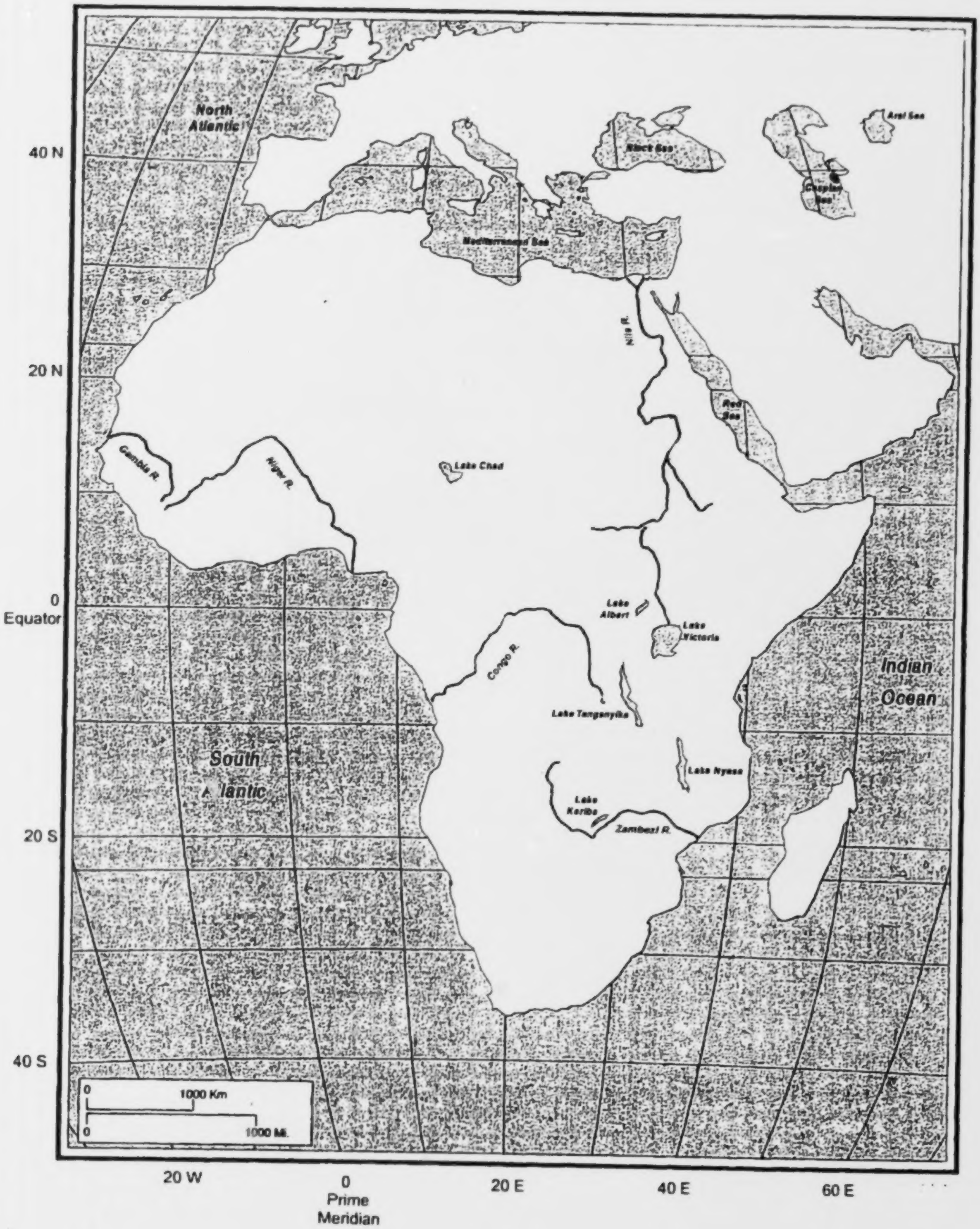
6. Describe what you think Timbuktu looked like to the first Europeans to reach it in the early 1800s.

DO YOU KNOW THE WAY TO TIMBUKTU?

Your team will join the expedition of a famous 19th-century explorer of western and/or northern Africa. The explorer whose expedition you will join is ______________ ____________________________.

Your team's job is research the explorer in order to identify goals the explorer had for the trip, companions with whom he traveled, hardships he faced, discoveries he made, and evidence of other cultures that he encountered.

The team will also need to locate the exact route the explorer took to find the mystical city of Timbuktu. On the map on this handout, mark the exact route of your explorer, pinpoint the location (giving the latitude/longitude coordinates) of Timbuktu, and show the latitude/longitude coordinates of the expedition's origin and the farthest (or most important) destination reached. Use the twist-tie your teacher provides and the map scale to calculate the distance traveled by your explorer.


North Atlantic
Black Sea
Aral Sea
Caspian Sea
Mediterranean Sea
Nile R.
Red Sea
Gambia R.
Niger R.
Lake Chad
Lake Albert
Lake Victoria
Congo R.
Lake Tanganyika
Lake Nyasa
Lake Kariba
Zambezi R.
Indian Ocean
South Atlantic
0
1000 Km
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Prime Meridian
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STRANGE STATUES

Focus Question: How and why were the megaliths of Easter Island built?

Objective: Students will be able to:

1. Explain how and why Easter Island's megaliths were made.

2. Draw connections between the fate of Easter Island's natives and our contemporary world.

Materials Needed:

- Copies of Handout 23 for all students.
- One small pack (two to three ounces) of candy-coated chocolate pieces.
- 25 to 30 small paper or plastic tokens.
- A set of 54 wooden or plastic pieces from a "stacking" game (each piece is about 3" x 1/2").

Preparation: Review the **Teacher Background Information** so that you can share pertinent ideas about Easter Island with students.

Procedure:

1. This lesson is designed to tie together the misguided efforts of one ancient society with contemporary concerns about our environment. Have the students situated in cooperative learning teams. Distribute eight stacking pieces to each team. Tell the class: Today we are doing an activity that will help shed some light on how and why the mysterious stone statues on Easter Island were produced and why their production ultimately stopped.

2. Explain to the class that each team represents a clan, or family group, living on Easter Island several hundred years ago. Tell students:

> As part of your religion, you feel it extremely important to build stone monuments to your gods and ancestors. The more monuments you build and the bigger those monuments are, the more important your clan becomes. Your building efforts are a source of status and pride. In this activity, your building materials are the stacking pieces. Your source of pride will be the candy. The team that builds the most will win the candy. The

paper (plastic) tokens represent the natural resources you will use in building the statues.

3. Continue your instructions:

> You are to stack the wooden (or plastic) pieces in a ***vertical*** position one on top of another. When your tower has used six pieces with at least four in a vertical position, raise your hand, allow me to verify it, and I will give you a token. Then start over. Each time you build a structure with six pieces, of which four are vertically placed, you will be entitled to get another token.
>
> If you build a tower using eight pieces (of which five are vertically placed), you will be given two tokens. ***Remember***, I must verify each tower, so be careful not to carelessly bump your desk (table) before I see it.
>
> The team (clan) that has the most tokens will get all the candy ***if the entire society doesn't use up its resources first!***

Don't go into much detail about the last condition, but do be sure to publicize it before the activity begins. It's critical in making the point about what happened to the natives on Easter Island after the students conclude their stacking frenzy.

4. When the activity ends, one or more teams will undoubtedly be claiming victory as they compare their number of tokens. At this point, ask the class: How many resources does your society have left to their use? An inspection of the container that held the tokens will show nothing is left. The society is in major trouble. No one has won because everyone has lost!

5. Distribute Handout 23. Have students read the story, answer the questions, and discuss them in small groups. In launching a whole class discussion of the questions, be sure to note that knowledge of "The Birdman" survives today, not because of any written record, but because it was passed down for the past several hundred years as a part of the island's oral traditions. Answers to the questions are:

   1. *The Birdman would be the chosen leader of the natives on Easter Island for a specific year after his victory in the Birdman contest.*
   2. *The contest was a race in which participants representing the dozen remaining clans on the island would climb down a thousand-foot cliff, swim one mile to a small island and obtain a bird egg, swim back, and be first to reclimb the cliff with the egg intact.*
   3. *Toykee feared Inoway's possible victory because he believed Inoway would take revenge against his family if he were the Birdman.*
   4. *Inoway is described as having bulging cheeks, so the egg must have been in his mouth. It would be more secure in his mouth than exposed to constant pressure in his hand.*
   5. *Students should draw upon the statue-stacking simulation in which they participated. The islanders had used up the life-sustaining resources of the island—banana trees, soil for the growing of sweet potatoes. This had led to*

stealing of food, warfare, and cannibalism. ***(Note:*** Use the **Teacher Background Information** to elaborate on how Easter Island natives fell into cannibalism and ultimately turned to the "Birdman.")

6. The lesson from Easter Island for modern society appears to be the importance of conserving (and not wasting) natural resources. Material values need to be tempered with proper stewardship of the environment.

6. End the lesson by focusing on student responses to Question 6, which deals with possible lessons Easter Island has for our society.

Extension:

You may have students finish the story of "The Birdman" as a creative writing assignment. Have students present their completed stories orally in the tradition of the Easter Islanders.

Isolated by water for more than 2,000 miles in every direction, Easter Island is the loneliest speck of land on earth. Since it was not subjected to outside influences, the depletion of natural resources here has often been viewed as a warning to modern society. An entire discussion could be initiated on how modern people are destroying the environment and whether we are on the verge of an Easter Island-like disaster. Students may research specific natural resources and/or current practices that are helpful or detrimental to the environment—various types of pollution, conservation practices (recycling, soil conservation, etc.).

Teacher Background Information:

Archaeological evidence suggests that Easter Island (known also by its Tahitian name Rapa Nui) was first settled in the fifth century by Polynesian natives. Over the course of 1,000 years the island's population grew to about 7,000. Perhaps the population had grown too much for the island's 64-square-mile area. The natives had practiced ritual ancestor worship through creation of carved stones or "Moai." The statues represented power in the islanders' culture. Simply put, too much status-seeking led to pillaging of the limited natural resources. As mentioned in Step 2 of the **Procedure**, natives went all out to carve more and bigger stone statues. What started as hand-held statuary eventually grew to 40 or more feet. Moving the megaliths, which weighed up to 200 tons, out of the island rock quarry was an engineering marvel that required much rope, manpower, and log rollers. Over time, all the island's trees were cut down to use for transporting the statues. Radiocarbon dating suggests the last of the large "Moai" was in place by the end of the 14th century.

Labor-intensive carving and transporting of stone was the island's only activity. Men consumed vast quantities of food to keep up their strength. Without the trees that had anchored the soil, the island became overly susceptible to soil erosion during an extended pattern of severe weather. Clans resorted to stealing food from each other, leading to warfare. Ultimately, cannibalism became the answer to food shortages. By the time the first Europeans arrived in 1722, they noted that the island was a treeless grassland. The winnowed survivors had rejected their gods for bringing such evil upon them and began overturning the megaliths.

By the 19th century, a small adjacent island about a mile off the coast, frequented as a nesting site by numerous sea birds, provided a means for ending the generation-long warfare and rescuing the remnant natives (see Handout 23).

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THE BIRDMAN

After decades of war and cannibalism, wisdom had returned to the elders when Toykee was a small boy. Instead of prolonged battles that resulted in many deaths, the leadership of the island would be determined one year at a time by the "Birdman" contest. Few people would die during the course of any given year, at least not due to fighting. Now a strong young man of 20, Toykee represented his family clan in the annual contest to see which family clan leader of the dozen remaining family groups on Easter Island would lead the clans for the upcoming year. The event called for each entrant to carefully climb down a 1000-foot cliff, swim one mile to a small adjacent island, capture one sea bird egg, and be the first man to return the unbroken egg to the island elders. The winner would be the "Birdman" for the next year.

Toykee's muscles burned as if on fire, even though he was surrounded by churning ocean water. With each stroke of his arm, he struggled against the strong undercurrent. Ravenous sharks also patrolled this strait between Toykee's home, the "Navel of the World" as his ancestors had dubbed it, and the small crag of rocks known as Bird Island. He had no time to think of sharks; swimming for Bird Island and latching onto a sea bird's egg was foremost on his mind. The last time he took note, the athletic Inoway was ahead of him.

Toykee could not allow Inoway to win this race. Toykee's family feared the clan of Inoway more than any other. Inoway's clan held a deep grudge against Toykee's family for the accidental death of one its favorite sons several years earlier. Should Inoway become the Birdman, he would certainly find reasons to put to death certain members of Toykee's relatives. These killings would be considered legitimate, and the victims would probably be eaten by the protein-starved members of Inoway's clan.

Toykee's eyes began to focus on the crashing breakers signaling his approach to Bird Island. The roar of the surf was deafening, and Toykee had to be sure to navigate a course into a small secluded cove where he would not be tossed about by the water. About 100 yards from the cove, Toykee saw Inoway swimming out of the cove into the churning water of the strait, his cheeks bulging. Toykee realized Inoway had laid claim to the prize; with utmost urgency, Toykee headed for the cove.

Questions

1. What position did the "Birdman" hold? How long did he hold this position?

2. Describe the contest that would determine the "Birdman."

3. Why did Toykee fear a victory by Inoway?

4. How was Inoway carrying the bird egg on his return swim? What clues are given to suggest this? Why carry it this way?

5. What do you think caused Easter Islanders in the early 1800s to develop such an unusual way of selecting a ruler? Think of everything you know about Easter Island and its history.

6. Again thinking about everything you know about Easter Island, what lessons does the island's history offer to modern society?

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